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A Weekly Journal of Education.

AMOS M. KELLOGG, Editor.

TERMS.

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New York, June 28, 1884.

*This paper exists because there are im-
portant things concerning education that
MUST BE SAID.*

*It is published THIS WEEK because there
are things that must be said NOW.*

*This is a special number of the JOUR-
NAL for the National and State Teach-
ers' Associations, and Teachers' Insti-
tutes etc.; it contains 36 pages. The us-
ual size is 16 pages; 11 of reading and
5 of advertisements.*

E. E. SHEIB, Ph.D., of Baltimore, is to speak at the New York State Educational Meeting at Elmira, on "Relation of Theory and Practice." As Dr. Sheib is a "New Education" man, his words will be worth hearing. His articles in the JOURNAL have attracted deserved attention.

THE publishers of our leading text-books take advantage of the greatly extended circulation this number will have, to place their publications before the teachers. The reading matter pages, however, have not been diminished, but increased. Study the advertisements, and you will find what you need. When you write to advertisers for catalogues or any information, always mention that you saw their advertisement in the JOURNAL.

MR. NASH, of Atlanta, Ga., advertises for an active, alert, enterprising teacher, who is familiar with the best methods and the art of infusing enthusiasm in pupils and parents, and offers \$1,200 per year—see his advertisement. We caution "dead" teachers not to apply. But this is superfluous. No "dead" teacher reads this paper.

THE meeting of the American Institute of Instruction should call out a very large attendance from this city. Round-trip tickets from New York, \$5. We have spoken before of Wesley's Hotel, and recommend it as reasonable in price, pleasant in situation, and with good accommodations. There are plenty of hotels and boarding-houses, and the place is a delightful one to visit.

A "MANAGER" of a department of the National Association was lately in this city asking publishers to take space at Madison at the rate of \$25 for a table five feet long and wide. This is a price wholly out of proportion to the advantages to be had. We object to the effort on the part of a teacher, especially, to press money out of publishers' pockets. Ask a reasonable price, Messrs. "Managers."

THE labor done by Supt. N. A. Calkins, of this city, the Treasurer of the National Association, has been unremitting and deserves the grateful recognition of every member. Fortunately for the association he is one who always works and never grumbles. No man has been a more solid pillar to the association than he; it owes its excellence, continuousness and prosperity more to him than any other man we know.

A COMMITTEE—consisting of M. S. Crosby, Waterbury; D. N. Camp, New Britain, and A. P. Somes, Danielville—has been appointed by the Connecticut Council of Education for the purpose of publishing a descriptive list of books to assist teachers in forming a professional library. Much aid can be rendered the committee by communicating with them on the important subject they have in hand.

It is expected that 5,000 people will attend the Madison meeting. If these all pay \$2.00 each there will result, as a little calculation shows, the sum of \$10,000. The sale of space for exhibits (alluded to elsewhere) at the rate proposed (\$1.00 per foot!) will amount to a pretty large sum, if publishers pay it. Now what will the association do with such a sum? It has few expenses—publishing, proceedings, pay of speakers, and rent of rooms. We shall watch with close attention all plans of disposing of this money.

KOSSUTH recently expressed the opinion that the art of speaking and writing has been admirably developed in the United States. This he considers is a natural consequence of our institutions, which are founded on self-government. People not only talk, but they work. He might have

added that everybody reads. It is not always the best, but it is something. In no other country are so many papers published. Reading means thinking, and from this springs talking and acting. The most important fountain-head is reading. Let this be made good and we are safe.

BISHOP SIMPSON will be long remembered, not so much on account of his fervid eloquence, as his patriotic labors in aid of the government. He especially exerted a marked influence over President Lincoln. It is said that at a time when the great statesman was downcast and discouraged over the many troubles in which the country was involved, Bishop Simpson uttered the memorable words, "Man is immortal till his work is done." The face of the President lighted up and showed the encouragement which he derived from the impressive words of his friend.

It is but recently that it was universally believed in Europe that our nation had but a mere ephemeral existence; but we have demonstrated our right not only "to be, to do, and to suffer," but to continue. The principles upon which our civilization is founded have permeated all the nations of the earth, and are certain to elevate them as they have elevated us. The belief in the divine right of popular rule is taking the place of the divine right of kings, and sedition and disaffection can never successfully flourish unless the public school system is destroyed. This is the ground rock on which our security is based. Remove this, and the entire superstructure tumbles into decay.

WE notice that Bishop Henry C. Potter advocates the plan of an annual contribution from each clergyman of his denomination whose salary is over \$3,000, to be paid into a general fund to augment the salaries of clergymen receiving stipends of less than \$1,000. It seemed to us at first that what would be good for clergymen would be equally good for teachers. So we made a careful estimate and discovered that it would increase the yearly amount paid to the average teacher a little less than one cent. We are not at all enthusiastic over the plan for our profession. The ministers may have it all their own way this time, and no such plan as Bishop Potter advocates will be introduced by us at Madison.

THE teachers of New York will remember that the thirty-ninth anniversary of the State Association will be held at Elmira, July 9th, 10th and 11th. The people of Elmira are preparing to give the association a hearty welcome. The local committee will receive members, as they arrive, at the Rathbun House, and direct them to places of entertainment. Chancellor Sims, of the Syracuse University, will address the association on Thursday evening. Hon. W. B. Ruggles, Superintendent of Public Instruction, will be present and deliver an address. Ample

time will be given for the discussion of all papers presented, as great care will be exercised that the program shall not be overcrowded. All discussions are expected to be oral.

CHARLES FRANCIS ADAMS struck a telling blow for the "New Education" when he delivered his address at Harvard last year, and the changes just made in the course of study of that college shows that it has not been without its effect. Hereafter Greek and Latin and mathematics will not be required for the degree of B.A. after the student has been admitted. More than one-half of the Freshman year has been made elective. The students hereafter will devote themselves more to the living than the ancient languages, and in other ways qualify themselves for "more important positions than waiting on table in White Mountain hotels or other resorts, or even than preaching at from \$400 to \$600 a year."

THE last meeting of the New York State Teachers' Association took action towards making that body representative, by urging county, district, and city associations to appoint delegates to attend its meetings. The same action should be taken by the National Association at Madison. Organization is essential to success, and certainly state and national associations are not exceptions to the universal rule. The National Association should at once move towards making a permanent home for itself at some central place. Its general meetings should be followed by several weeks of careful study of subjects intimately connected with success in school work. In this way valuable knowledge could be imparted and permanent good accomplished. At present our great educational gatherings are mainly state and national sociables, excellent socially, but defective educationally.

THE only way to keep men down is to keep them ignorant. As soon as the mind begins to expand it begins also to look up and become dissatisfied and expensive. Wants increase, desires become more intense, and rebellion is the result. It costs more to feed and house and supply an intelligent community than an ignorant one. The more they are educated the more they need. If a penny wise economy is the great end of life, then education is not needed. The cheapest human beings to feed are savages, but in the end they become most expensive dependents, for it costs standing armies and human lives to keep them within safe limits. If the safety of human life, just imaginations, proper ideas, and moral sense is desired, then a proper education must be obtained. The economy of to-day may be the extravagance of to-morrow. If we should refuse to educate the children of our nation the single State of New York would save nearly twelve millions of dollars annually. Would this be economy? Put a man on the level of an ass and he becomes an ass, and must be treated like one. By refusing to educate the negroes our nation may apparently save many millions each year, but is it saved? This folly of saving in school work reminds us of the economical wretch who had a theory that he could educate his horse to live on nothing. His experiment would have succeeded had

not the horse died. So the experiment of keeping four millions of our human beings in ignorance will succeed if our nation lives; but the fact will be that should we attempt it we shall die. The South should realize that the very foundations of their prosperity will be removed if they nurture ignorance. They cannot afford to try the experiment. The result among the negroes and poor whites will certainly crush out most of the real vitality they have.

INTENSITY is the characteristic of our age. What is done is done earnestly. Modern heads should be larger than the ancients, for there is so much more that must be learned than ever before in the history of this race. The world is getting fuller, not so much of people as of ideas, thoughts and thinkers. How will it be possible to carry away a millionth part of what will be poured out this summer at Chautauqua, Madison, and our State Associations? In a vain effort to retain what is heard, innumerable note books will be brought into use; but, after all, little will be retained and mentally digested.

But are we then to conclude that these great meetings are failures? Because we have travelled far and learned little, would it have been better for us to have staid at home? By no means. The inspiration of large assemblies of teachers is a mighty uplifting force. And then the meeting of old friends and becoming acquainted with new faces, and coming in contact with noble and earnest minds is worth a journey across a continent. Dear teachers, don't try to learn too much this summer. You know too much now. Let out a little knowledge. Bleed the brain of ideas, as the doctors used to bleed the bodies of their patients every spring. Let out old foggy notions and give room for the most advanced methods of a newer and more rational education.

We are not only intense, but we are coming to be in desperate haste. We eat in a hurry, and a great deal too much; we travel too fast and talk too loud. Our associational papers are twice too long, and our sermons twice too many. It takes four ministers to do the necessary preaching in a small village with which we are acquainted. Each man preaches two sermons every Sunday to small congregations. If all these assemblies could be united into one, and all the four pastors condensed into one man, and this one minister could preach one rousing sermon each Sabbath, what an influence would be exerted! How the people would be uplifted! But after all the history of the world has shown that most of the real work has been done by the many obscure workers. So let us be content with things as they are. Once in an age there is born a Milton or a Webster, a Pestalozzi or an Agassiz; but patient, honest, hard-working laborers were never more numerous than now. They are always with us. We shall find them in companies at all the summer gatherings. Let us be content with haste and work, if it brings us so many noble souls as we everywhere meet.

DR. BROOKS, for many years President of the State Normal School at Millersville, Pa., has become President of the National School of Elocution and Oratory, Philadelphia. He brings to his new work great ability and experience.

For the SCHOOL JOURNAL.

LETTERS FROM NORMAL PARK, No. XXX.

EXAMINATION DAY.

Col. Parker conducts no examinations; neither is he in favor of examination days as understood by ordinary schools. In his opinion, these tests of teaching should be continuous and "everlasting." This is not only his theory, but also his practice. In school and out of it, on the street, in the cars, on the playground, in the workshops, in every place in which he sees a pupil, he conducts an examination. And this is done in a manner so natural that the scholar does not realize he is being subjected to a searching criticism.

The entire arrangement for the final review at the close of the school year is left in the hands of the Senior class. They select the order of the subjects, arrange the rooms, and print the schedules. During these closing exercises, the faculty seem to be but interested spectators. This is another illustration of the Colonel's oft-repeated principle: "You learn to do by doing." Let us in imagination pass around as the "examination" is in progress. On going to the basement we find several pupil-teachers, and a number of children standing around four long tables. Before each pupil is a piece of card board, a pair of shears, a measure, and a pencil, to measure certain squares and angles, to the lines of which they cut. The board is bent into shapes to form houses, churches, towers, castles, bridges, and simpler forms, as cubes and other mathematical figures. They have studied form (geometry), arithmetic and mechanics, all unconsciously, and in a delightful manner. On passing to the industrial room we find a humming hive. The sound of the saw, the plane, and the hammer, makes pleasant music to children's ears. The pupil teachers are busily engaged in directing the efforts of their young workmen. One is turning the round to a chair; another is making a box; still another is at work upon a house. One is making a locomotive. An upper grade pupil is completing a chemical stand. All are absorbed in the work at hand. In this manner they are taught the laws of applied force, the lever, and the wheel and axle; in fact, mechanics is practically studied. In all their work accuracy is required, and honest, truthful results produced. We pass next to the molding-room. A class of children is at work taking impressions of leaves on rounded pots of clay. They enjoy their work. Here are square pans of sand for geographical molding, a number of large relief maps in putty, representing the different continents, drawings of countries and continents; worsted work representing states and counties, and, on the long table, a great number of geometrical forms made from clay. On passing up stairs we find the Kindergarten children engaged in straw work, splint work, paper work in colors, design work with sticks or blocks, singing and games. In Miss B's room we notice a sentence is written. The children are asked to trace the forms of the letters with their forefingers in space. This is the lowest primary class, and the teacher says, "We go up stairs, then down stairs, now up into the garret, now into the cellar," as she traces the long letters extending above or below the medium height. We pass where Miss H— is giving a "body lesson." She asks the children to put their hands upon their head, their cheeks, eyes, nose, mouth, shoulders, elbows, ribs, thighs, knees. In the next primary grade, Miss W— gives a lesson in "form," which consists in having the children fold from dictation colored pieces of paper into various shapes. Finally, they are pinned to a blackboard so as to make pleasing designs, care being taken that harmonious colors only are placed beside each other. We go to the upper story and find Mr. L— giving a lesson in Geographical Molding. A class of twenty grammar pupils is ranged on one side of a table. Each has his pan of sand, with which he is forming South America. The lesson consists in locating slopes, mountain ranges, and river basins, and the principal countries and cities. After this the teacher produces a dozen of the products of South America, and talks about them, calling upon

different pupils to locate the part of the continent where each grows, on the molded map they have made. Some of the objects shown were the palm leaf, a branch of the palm, a cocconut, a branch of the same, a nut of the cacao, with a kernel of the same. We find Mr. J— giving an interesting geography lesson by means of a pile of sand loam and gravel, on a molding board representing the section of a mountain. A large piece of glass kept the whole in place, while it permitted the strata to be seen. Water was poured gently on the upper surface, and soon made its appearance, oozing out near the foot of the mountain. Thus, the percolation of the rain through the earth was taught.

We find in Miss R—'s department, that Miss H— is giving a lesson in science. Around three square tables are seated the pupils. On each is a small, oblong tin vessel nearly full of water. Each pupil was furnished with a large mouted bottle of medium size, a rubber tube, and a piece of suitable substance from which to make a gas, by collecting it over water.

We find in Mr. K's room that the principal himself is conducting a number lesson, and developing the idea of a mixed quantity. He says: "How many tens in twenty-one? The children said, 'Two, and one over.' 'Over where?' said the teacher. As they could not tell where, the over was dropped. Next the pupils tried to insist that there were 'two tens and one in twenty-one.' 'One what?' said the teacher. 'One, one,' said the children. 'That is true, but I did not ask for the one's,' is replied. Shortly, all had discovered that in twenty-one there are two tens and one-tenth of a ten, or two and a tenth tens. In a similar manner the fives and sevens in eighteen were taught. Next week I shall describe what took place in the afternoon.

I. W. FITCH.

For the SCHOOL JOURNAL.

NOT HOW MUCH BUT HOW

A few years since while visiting schools in one of the largest inland cities of Illinois, we became acquainted with a graduate of a N. Y. State Normal School. She was mentioned as especially good in giving "object lessons." During a conversation with her she requested permission to ask the solution to a question which she said had troubled her very much. It was, "What shall I do, I have taught through my normal note book and can go no further?" It was indeed a difficult problem.

Had she no brains? Could she not "develop?" "Was she not a graduate?" Alas, I knew not what to say, but in as easy a manner as possible I tried to open to her mind the true aim and method of real teaching. She began to see that her note book was not to be reproduced. The exact questions there recorded could not be unvaryingly used. Her aim was education not repetition or mere reproduction. Mind force must be brought to bear upon the young mind and all its powers brought into healthy exercise.

Such cases as these are not uncommon. It takes a long time to convince teachers what the true object of a school is. An instance has just come to us illustrating this power. A recent writer says that he was present at the examination of a graduating class of young ladies in one of the most popular schools in the country. The class was called for a recitation in Butler's Analogy. A dozen elegant young ladies arranged themselves for the performance. One of them was called upon. She recited nearly two pages in the language of the author without the variation of scarcely a word. It was charmingly done. But one of the visitors, in order to test the comprehension of the young lady, said, will you give us, as briefly as possible, the thought of the author, upon a point which was designated? In the most graceful manner she again arose, and repeated the exact words of the author upon the point in question. "I desire," said the questioner, "to have you give it, as nearly as possible, in your own language." The answer was given again in the language of the author, without the variation of a half-dozen words. At this juncture the teacher came to the rescue, and said:

You could hardly expect that a young lady of nineteen years could give it in any better language than Bishop Butler. This ended the matter, for it was obvious that the pupil was doing just as well as she had been taught. She had not caught one thought of the author, but she had passed a faultless examination and carried off a high "standing."

These instances are not from the conservative past; they are of the present. All around us are a multitude of schools where the conception of the teachers work is exceedingly low. The immortal Agassiz once said that the number of facts a pupil learns is by no means a measure of his success. It is the *how* not the *how much* that is the need of to day.

For the SCHOOL JOURNAL.

A SOURCE OF MORAL POWER.

Those teachers who are looking for assistance in teaching morals should not neglect the very valuable aid that is within their reach in the district or public library. Nearly every one can recall the names of two or three books, read in his youth which had a great influence upon his character. Just when the habits are forming, children are very susceptible to influence. The world is full of novelty and each new thing leaves its impression. The character of those impressions is of the utmost importance. Literature is filled with materials that build character. From biography one learns to admire, and desire to imitate, worthy people; from history to admire patriotism; from poetry, harmony and beauty, and from fiction of the right kind one finds healthy food for his imagination. But in these unexplored regions, the pupil needs a guide to point out the places where his explorations will bring him most pleasure and profit. The teacher is the proper person to guide in this region, and the teacher who can and does act as such a guide will see an improvement in the moral tone of his pupils. Let the teacher keep a classified list of suitable books which to recommend to individual pupils—those adapted to individual needs. This would be a valuable thing for pupils who have access to public libraries. It is found that by far the most numerous patrons of those libraries are young children. When they are left without a guide in the selection of books, much of their time is thrown away, and much is worse than thrown away.

Among the books I have found most valuable are these: "Life of General Gordon," "Life of Charles XII," Green's "History of the English People," Gilman's "History of the American People," "Marion" or "Lady of the Lake," "Childe Harold," "Ballads of Ancient Rome," "Pilgrim's Progress," "Robinson Crusoe," "Eothen," "Tales from Shakespeare," Kingsley's "Greek Heroes," Beren's "Mythology," Hawthorne's "Wonder Book" and "Tanglewood Tales," Baldwin's "Story of Siegfried" and "Story of Roland," Miss Alcott's "Little Women," "Little Men" and "Old Fashioned Girl," Charles Coffins "Boys of '76," "Old Times in the Colonies," Arabella Buckley's "Fairy Land of Science," Sir John Lubbock's "Ants, Bees and Wasps," "Zigzag Journeys," Thomas W. Knox's "Boy Travelers."

To give these out and stop there, would accomplish but little. The pupil must be talked to and with about the book. My plan has been to take up a single volume, say "Little Women," and talk over the characters, and ask questions, and waken thought and qualities for imitation.

A SCHOOL in Massachusetts recommends to its two hundred girl students a sensible school dress, of which the following are some of the features: First, it is to consist of single layers of clothing, so that warmth shall be equally distributed over the body. Secondly, it should be sufficiently loose not to impose restrictions upon the free and active use of the muscles. Third, the material should be soft, unexciting in color, and undistinguishable in pattern. Fourth, the design should suggest rather than outline the figure, unless the material is elastic. Fifth, it should avoid what ever is unnecessary, or that takes time and strength that could better be put into work or play.

For the SCHOOL JOURNAL.

INVENTIONAL GEOMETRY.

By E. R. SHAW, Yonkers High School.

Shortly after the publication in this country of Spencer's "Inventional Geometry," I obtained a copy of it, read the preface and introductory note, and then set to work to solve the simple problem in the order given—the purpose being to form a partial judgment of the value of the book for school use. Fifty or sixty problems were worked with increasing interest, and then to make a further test, the book was given separately to a number of pupils, each being asked to work as many problems as he could. When called upon to report their work and return the book, the pupils, in each instance, desired to go on. Sufficient test was then adjudged to have been made, to warrant starting a class in the study. To be brief, the result was beyond anticipation. Inventional Geometry, therefore, was assigned an ample place in the course of study, and experience with many classes has shown, that pupils pursue the study with intense delight and interest, and that in no other study can all pupils average so good work.

Its utility is shown in that it quickens the perceptions, trains the eye to accuracy and similarity of forms, gives the pupil manual skill, develops the inventive faculty, and promotes directly inductive growth of mind. Further, the pupil, by his own work, gets experimental proofs, really conclusive in themselves, of many theorems, though not the sort of proof that belongs to the deductive science. Besides, the study forms the best possible introduction and preparation for deductive or rational Geometry, and is, moreover, an excellent foundation for all industrial training.

Inventional Geometry should have a place in every school. In the district schools of forty or fifty pupils, as well as in the graded schools of towns and cities. And if there is not time for both Inventional and Demonstrative Geometry, assign the time to the former as of far greater practical value. In schools where there is time for both these subjects, it will be found that pupils who have studied Inventional Geometry are the better students of Demonstrative Geometry. It should be pursued a year or two previous to Demonstrative Geometry, let it be added, and not at the same time. In support of this the following principle from Herbert Spencer's "Essays on Education," is cited: "Each branch of instruction should proceed from the empirical to the rational. A leading fact in human progress is that every science is evolved out of its corresponding art. It results from the necessity we are under both individually and as a race of reaching the abstract by way of the concrete, that there must be practice and an accruing experience with its empirical generalizations, before there can be science. Every study, therefore, should have a purely experimental introduction; and only after an ample fund of observations have been accumulated should reasoning begin."

But the adoption of the study is specially urged for district and village schools, where teachers complain of little time, from the fact that it gives the pupil much to do at his seat that he can do and that is, at the same time, continuously interesting to him, and because with less attention from the teacher than any other study, it will make its own way when once started—the work being so graded that a pupil will progress almost solely by individual study.

For the SCHOOL JOURNAL.

TEMPERANCE IN SCHOOLS.

The time has fully come when temperance must be taught in all our schools. Very few, even among the advocates of liquor drinking, oppose temperance instruction. It is important for the young to know the effect of pure alcohol on the human system; how it hardens the brain, prevents the assimilation of the food, and depletes the juices of the body. But do we get pure liquors? When a man steps up to the bar and calls for his dram, what

does he drink? It is very important that our pupils should know the facts in the case.

Major C. B. Cotton, vice president of the American Temperance Society, is excellent authority. He manufactured liquor for twenty-five years. He began the business by selling beer over his father's bar when he was fifteen years old, and knows all about it. He says:

"The adulteration of liquor is something you know little about, and the extent of it will surprise you. A man stands about as good a chance of being struck by lightning as to get a pure article of brandy in New York. With rectified whiskey as a basis, we can imitate any kind of brandy. The French are more expert than we are; we begin where they leave off, and God pity the man who drinks the stuff we make. We make champagne which you buy for the genuine article. It costs the manufacturer \$4 a basket; we sell it for \$10 to dealers. We make the stuff and put it in our own bottles, make a fac-simile label of the genuine, import Spanish corks for the bottles, and French straw and baskets to pack them in. We want to make a genuine imported wine. We buy one barrel of it. Our cooper takes the barrel as a pattern and makes ours by it. They are new and bright. We put them through a staining process, and they come out old and nasty and worn, just like the genuine importation. Thirty-two deadly poisons are used in the manufacture of wine. Not one gallon in fifty sold here ever saw France. We send thousands of gallons of whiskey to France to have them come back to us something else. Of all poisonous liquors in the world Bourbon whiskey is the deadliest. Strychnine is only one of the poisons in it. A certain oil is used in its manufacture, eight drops of which will kill a cat in eight minutes, and a dog in nine minutes. The most temperate men in New York are the wholesale dealers. They dare not drink the stuff they sell."

For the SCHOOL JOURNAL.

LOVE AND CHARACTER.

Henry Ward Beecher has a remarkably forcible way of expressing himself. This is what he says about worship:

"I never could bow down before a crystalline God, sitting on a marble throne, white and cold as marble Himself, centred in Himself and bidding the revolving stars swing around Him, each one a censor, sending up incense for his supreme and royal delectation. I can't worship universal selfishness, nor crystalline conceit."

Who can, or who desires to? Love is the center and circumference of good religion, and the more we realize that it is the grand motive power in education, the better shall we teach, or rather, the more truly shall we educate.

The formation of character is the true work of the school. Dr. Phillips Brooks, of Boston, in his recent address at Harvard College, says:

"Let us have larger, truer, more unselfish men. Clean your souls, get rid of jealousy and meanness. Be brave, be patient, be unselfish, be true, and learning shall certainly come through you to life. Is there a nobler motive? Is there an exhortation more worthy of his humanity, which a man can offer to his brother than that? And, if all this be true, then is it not evident that no place where men are trained, no university, no college worthy of its name, is doing its duty unless it is not merely accumulating learning, but is also making character."

"My friends, there are people all over our land who, to speak very plainly, do not believe this about the college where you have spent the last four years, and from which you are just about to graduate. They believe that Harvard College has learned professors, and great libraries, and museums, and laboratories, and splendid machinery, and opportunities of study. They do not believe that it is very anxious that the wants and sins of our country, of the world, should be reached and helped by those whom she sends forth. It will not do for our college to disregard these conceptions."

We are glad that our old universities are waking up to the fact that they need uplifting. The spirit of the "New Education" is getting into them. In a recent address before the students of Cornell University, the same thoughts were expressed. The orator said:

"Never times better than these, never opportunities for greatness in everything good more abundant than now. This is an age of unceasing progress in the arts, in the sciences, in the moral and religious culture of the races. The golden fruits of a ripening civilization are waving upon a thousand fields."

He sums up by saying that:

"The men for the times must be *modest men*. Next they must be *moderate men*; we must not hasten to be wise, nor rich, nor great. Next, men for the times must be *learned men*. Knowledge is our safe-guard. No power is greater than the power of knowledge. Then we must be *moral men*, for goodness is essential to happiness."

This is the right sort of preaching. Love and character are eternal foundation stones of the newest and best civilization and education.

BASIC PRINCIPLES.

[President Hunter always utters sound sense when he talks upon education. In his annual report he shows the doctrines of the "New Education" are based on broad and scientific principles. Read the grand truths in the few sentences in which he has imparted them.]

It is only reasonable to presume that teachers educated and trained to observe the following principles based on psychology, will instruct children more rapidly and intelligently, and exercise a better moral influence, than teachers fresh from the secondary schools and colleges who have never received an hour's instruction in the art and science of teaching.

1. Activity is the law of the child's being.
2. The idea should always precede the word.
3. Cultivate language.
4. Never do for a child what he can do for himself; never tell him anything which he can discover for himself.
5. Proceed by easy steps from the known to the unknown, from the concrete to the abstract.
6. Cultivate the child's faculties in the natural order.
7. The trained faculty is more important than the study employed to cultivate it.

More of these self-evident truths might be stated; but the above mentioned will serve, it is hoped, to convince persons not familiar with normal methods that teaching is both an art and a science. Take for example, what might be termed the first axiom of teaching, *Activity is the law of the child's being* and, its recognition necessitates the Kindergarten, or what amounts to the same thing, a wise, educated mother, and puts an end to all the harsh, cruel, and stupid restraints to which young children in some primary schools are subjected by so called "good disciplinarians." The teacher trained to observe this law will utilize the child's natural activity will teach him to write, to draw, to make, to build. Again, if the apprentice teacher has had the second axiom of teaching constantly impressed upon her mind, that *the idea must precede the word*, she will never permit that abominable memorizing of words without meaning, which simply stultifies the intellect. The work of the college is specially organized and directed to educate and train teachers for the primary schools, to broaden their intelligence, to cultivate their conscience, and to give them a loftier appreciation of the importance and dignity of their profession. It is for the public to choose whether they will employ educated and trained teachers to instruct their children, or teachers picked up here and there at haphazard, who may work infinite injury while blindly stumbling about, groping for correct methods.

In teaching a pupil botany, he must handle the plants and dissect the flowers for himself. In teaching him physics and chemistry, you must not be solicitous to fill him with information, but you must be careful that what he learns he knows of his own knowledge. Do not be satisfied in telling him that a magnet attracts iron; let him see that it does; let him feel the pull of the one upon the other for himself.—HUXLEY.

EDUCATIONAL THOUGHT.

SUCCESS must attend your work into which you have thrown so much of yourself. Would that more of our teachers could learn this great fact: that heart and head combined form a motive power irresistible.

THE day is coming when pure white walls and ceilings will give place to light neutral tints, or such as hint of green or brown, or other restful colors. Glaring white has prevailed too long, especially in our schools.—Penna. School Journal.

IDEALS are a part of our nature. Not a single individual lives without something, either elevating or demoralizing, before him toward which, it may be unconsciously, he is striving, and to which he hopes to attain. Even the child has his aspirations to reach some distinct goal in the near future.—Mo. School Journal.

A TEACHER OF BOYS.—In order to be a successful teacher of boys it is necessary to be their friend. It is necessary not only to take an interest in seeing that their lessons are properly recited, but to be sure also that they understand what they are doing, and take an interest in it. Make them feel that it is their business now, and that their future success in business depends on their doing their work well in the present. Boys like a friend, not an overseer.—Practical Teacher.

TEACHERS' salaries should be adjusted on the basis of the work done. Thousands of dollars are paid out each year on the grade of the certificate. Two teachers do equal work and with substantially the same results, yet one draws more salary than the other on the strength of holding a higher grade certificate. If the Board would set itself resolutely to the work of adjusting salaries according to the work done, there would be a greater disposition to increase the school fund so as to meet the real needs of all school children. The advanced schools would without doubt be continued in their present efficiency if the matter were left to taxpayers. The school department is about the last in which a too rigid economy should be enforced.—The Evening Call, San Francisco, Cal.

WRITING.—Prepare the slates by ruling one side of them permanently, by scratching, as copy-books are ruled, with four equi-distant lines and three spaces, or with two lines to indicate the height of the small letters, and a line above and one below to indicate the length of loop letters. Great care should be taken at first to teach the children how to form the letters. Always write the word or words to be written on the blackboard, using lines, so the children may observe how each letter is formed. Guide the hand in the first efforts. Teach them to draw straight lines; vertical and slanting, equal spaces distant, and one, two, or three spaces high on the ruled slate; keeping in mind the fact that this exercise will aid in teaching space and slant in writing. Require pupils to bring to the reading class each day an assigned part of the lesson neatly written on the slate.—Am. Teacher.

THE TEACHER AND THE PARENT.—Nothing is more essential to securing the best results in public schools than a good understanding between the teacher and the parent. If possible, this should embrace both of the great interests involved—discipline and instruction. The teacher should, from time to time, inform the parent of the work and progress of the pupil, of her own motion and without a formal rule or direct instruction. If the teacher discovers indolence or indifference, she will earnestly strive to correct it. If unsuccessful, she should in a courteous and kind way lay the facts before the parent, with a request for the parent's co-operation. She may not, in all cases receive such co-operation; she may, sometimes, receive something very different; but no matter what she receives, she will have performed her duty. In a large number of cases she cannot fail, however, to receive both the co-operation and the thanks of the child's parent.—Cleveland School Bulletin.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

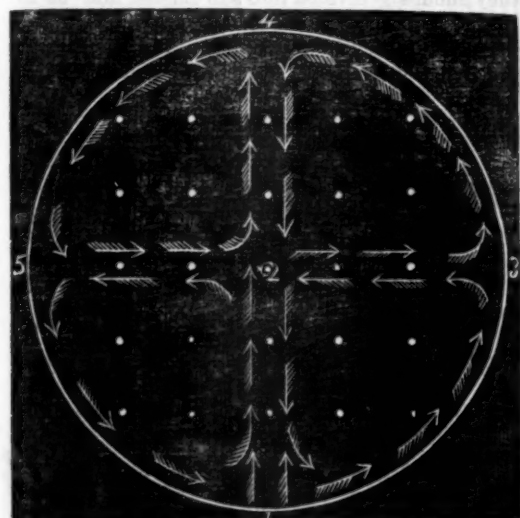
A CALISTHENIC DRILL.

Provide pupils with dumb bells. Mark out a large circle. Have music or singing to mark time. Pupils fall in double line and march to circle at 1, proceed to center 2, right column from 2 to 3, left from 2 to 4; right from 3 to 4, left from 4 to 5; right from 4 to 2, left from 5 to 1; the double column marching to the center, when met by the leaders separates, the right reversing, march back to 1, and fall in with remainder of column which is proceeding to 3 on the arc. Left column turns to left from 2 to 5, proceeds from 5 to 1 from 1 to 2. Each section continues describing a sector until the first left reaches 2 the third time, then wheeling to left begin forming square as indicated in the figure.

Dumb Bell Exercise.

1. POSITION:—Bells at side, horizontal, thumbs front.

a. Twist right bell bringing thumb back, palm outward, then back to position. Repeat twice;



b. Twist left bell twice; c. Twist both bells four times.

2. POSITION:—Arms at side. Bells in horizontal line in front, elbows bent, palms upward.

a. Twist right bell twice, bringing palm downward; b. Twist left twice; c. Twist both four times.

3. POSITION:—Arms extended in front, bells in horizontal line, palms outward. Repeat 2.

4. Repeat with arms extended upward.

5. POSITION:—Bells in horizontal line at shoulder, thumbs outward.

a. Right bell thrown downward twice; b. Left bell twice; c. Right once, left once; d. Both twice.

6. Repeat throwing bells outward in front.

7. Repeat again, throwing bells upward.

8. POSITION:—Bells on chest vertical, parallel, elbows raised.

a. Right bell thrown outward to right twice; b. bell to left; c. Right once, left once; d. Both twice.

9. POSITION:—Bells under arms, thumbs front; bells thrown downwards.

10. POSITION:—Bells on shoulder, horizontal, parallel, thumbs back; bells thrown upward.

11. POSITION:—Bell on chest, vertical parallel.

a. Step right foot forward and thrust right bell forward twice; b. Left foot and left bell twice; c. Alternate twice.

12. Repeat, stepping diagonally forward.

13. Repeat to right and left.

14. Repeat diagonally backward.

15. Repeat backward.

After the exercises retrace the marching figures and pass out.

PROF. THOMAS M. BALLIET, one of the faculty of the Cook County Normal School, is an able institute conductor, as well as a clear expounder of the "New Education." His duties at Normal Park leave him opportunity for a number of engagements in institute work during the year. Superintendents and other school officers in search of good instruction for their teachers, will do well to correspond with him.

GRUBE'S METHOD IN NUMBER.

The following are in substance some of the most important principles given by Grube for his method in teaching beginners to comprehend numbers and their relations, as used in the San Francisco public schools.

Principles.

1. Each lesson in Arithmetic must also be a lesson in language. The teacher must insist on readiness and correctness of expression. As long as the language for the number is imperfect, the idea of the number will be defective.

2. The teacher must require the scholar to speak as much as possible.

3. Answers should be given sometimes by the class in concert, and sometimes by the scholar individually.

4. Every process must be illustrated by means of objects.

5. Measure each new number with the preceding ones.

6. Teachers must insist on neatness in making figures.

ORDER OF STEPS.

First Step. Illustrate the required combinations by means of counters in the hands of the children themselves, and by other objects in the hands of the teacher. Each child must be supplied with shells, pebbles, beans, horse-chestnuts; use lines and forms, triangles, squares, parallelograms, etc., on blackboard; and actions, walking, clapping, stamping, etc., etc.

Second Step. Express the same combinations on the blackboard or on slates with marks.

Third Step. Take the same combinations mentally with abstract numbers.

Fourth Step. Practical problems in applied numbers.

HOW TO BEGIN.—THE FIRST TEN NUMBERS.

The time required for this work will depend upon the age of the children, as also somewhat upon their natural ability. Some children may require a year to complete it, while others may master it in a term.

I. The Number One.

1. Hold up one counter, one hand, one finger, one slate, etc.

On your slate make a straight mark, one dot, one cross, etc.

On the blackboard make one mark, one dot, one cross, etc.

3. Place one counter in the middle of the desk; take it away; how many have you left?

Make one mark on your slate; rub it out; how many marks are left?

3. Send the class to the blackboard, and let them make the mark for one thus,—; one x, one O, and also the figure thus, 1.

4. Proceed very slowly. Much time should be given to those who do not learn easily.

II. The Number Two.

1. Each of you take one counter and place it by itself on your desk; now take another and place it close to the first; how many counters have you? (Require the answer in a full sentence.)

Make one straight mark on your slate; make another close to it; how many have you now?

Go to the blackboard; make one mark; another close to it; how many now?

Clap your hands once; again; how many claps? Rap on your desk once; again; how many raps?

2. **Counting.**—Place one counter on your desk, thus*; a little way from the first one, place two counters close together, thus**: Count, one, two; two, one.

On your slates make marks thus, | |, and count forwards and backwards.

3. **Addition.**—I. Place one counter on your desk; place another close to it; how many have you now?

Ans. I have two counters. How many counters are one counter and one counter? Ans. One counter and one counter are two counters. [The teacher will further illustrate with books, pencils, crayons, etc.]

II. **Slate and Blackboard.**—Make one mark; another one near it; how many marks have you made?

[Continue with rings, dots, crosses, etc.]

4. **Subtraction.**—Place two counters together on your desk; take one away; how many have you left? Ans. I have one left. One counter from two counters leaves how many? Ans. One counter from two counters leaves one counter.

[Teachers will continue with fingers, hands; books, and other objects.]

II. **Slate and Blackboard.**—Make two marks; rub out one; how many are left. Make two marks; rub them out; how many are left? Ans. None are left. Two taken away from two leaves how many?

5. **Multiplication.**—I. Each of you put one counter on the desk; now put another one with it; how many times have you taken one counter? Ans. I have taken one counter twice. Two times one counter are how many counters? Ans. Twice one counter are two counters.

II. **Slate and Blackboard.**—Make one mark; now another; how many times have you made one mark? Ans. I have made one mark twice. Then two times one mark are how many marks? Ans. Two times one mark are two marks.

6. **Division.**—Place two counters on the desk. Call up two boys and give one counter to each. Question thus: How many counters has John? How many has Frank? If two boys divide two counters between them, how many has each boy?

Comparison.—Give one counter to John and two to Frank. How many counters has John? Frank? How many has Frank more than John? How many more are two than one?

How many counters has John less than Frank? Then one is one less than two.

Blackboard.—Illustrate the same with marks.

For the SCHOOL JOURNAL.

DISCUSSION IN THE CLASS ROOM.

BY CHARLES COREY.

I well remember my first day in David P. Page's class. I was from the country, and not a good specimen either. Near me on the bench sat William Orton, who afterwards was President of the Western Union Telegraph Company. I had taught school for two winters, and thought I knew something about grammar especially. The subject for the class was "Nouns." Instead of a definition being called for and given, a scene that was entirely new to me, and I suppose to most of us, was opened in a very simple and easy manner by Mr. Page. Instead of the "question and answer" process, that we supposed to be the orthodox way of "conducting a recitation," Mr. Page started us in some way into a discussion in which we used the knowledge we had. He had a wonderful way of keeping us on the subject.

It is nearly forty years since, but I remember the scene very well. He wrote a sentence on the blackboard which I cannot recall, but as he was ready to cite beautiful lines, I can suppose he employed these two from Byron:

"But where is he, the pilgrim of my song?

Methinks he cometh late, and tarries long."

By questioning, he led the class to see that they classified thus:

Mr. P.—What sort of a man should you say Mr. A. is, Miss B.?

Miss B.—A tall man.

Mr. P. (showing a flower).—What do you say of this rose, Mr. B.?

Mr. B.—It is a pretty rose.

Mr. P.—Suppose I should ask you to classify the pupils of this class, Miss B., what would you do?

Miss M.—(hesitating). I would put the tall ones together and the short ones together.

Mr. P.—What would be the proper basis for classifying them?

(Much discussion followed, and it was finally agreed that it was to be done on the basis of internal characteristics, not on form merely.)

Mr. P.—Can we apply classification to these words (pointing to these words on the blackboard)? What do we do?

(Here followed discussion again; a most interesting one. One thought we took "but," and looked

to see if there was another like it; another said we agreed that we classified by "internal characteristics," not by form alone.

Mr. P.—Very good; when you have fixed a principle, adhere to it. Mr. D., do you see words that are alike in those lines; if so, arrange them in columns.

The class considered the likeness of the words, and I do not think they thought of grammar at all. They were intensely interested to see how the words would be classified. During the discussion a pupil said, "pilgrim is a noun;" Mr. P. remarked pleasantly: "We have not yet reached nouns; we are making a grammar."

When thoughts came up that would take the class too far from the subject, Mr. Page would say: "Note it down and bring it up at some future time." These "notings down" accumulated in my book, and related to thousands of subjects.

I remember that discussions followed often on our way home, or in our rooms, in fact, a pulse wave was started that never ceased to move, even though the master hand that started it has long turned to dust. I, as well as Mr. Orton, had studied grammar in the usual way; questions were at the bottom of the page, and the answers were in brackets—marked by some pains-taking teacher—just enough to meet the question, and no more. Mr. Page put us in the attitude of original thinkers; we began to think for the first time in our lives.

When a point was to be cleared up, he set the class to hunt for the best expression for the truth they had. Thus when the words were arranged in columns by Mr. D., *he, Pilgrim, song*, were in one column—the class asserted that they were alike.

Mr. P.—Now, mark those as No. 1, and give me a description of them so I can select other words by that description, Miss W.

Then followed a long and very close discussion, concluding that No. 1 words were such as were names or stood for names.

It was the feeling of every pupil of Mr. Page, when he entered his class-room: "I must be ready for active and profitable discussion; I must be wide-awake; I must watch everything that is said. It seemed to me that this was the New 'Education.'"

QUESTIONING.

BY PROF. BARNARD.

I.—OBJECTS OF QUESTIONING.

1. To direct the efforts of the learner.
2. To awaken thoughts on the part of the pupil.
3. To lead the pupil to the discovery of truth.
4. To test the pupil's knowledge.
5. To develop the details of the subject.
6. To stimulate the pupil to study.
7. To teach the expression of thought.

II.—GOOD QUESTIONS.

1. They are clear, concise, definite.
2. They are adapted to the capacity of the pupil.
3. They are clothed in the simplest language.
4. They do not allow a choice of answer.
5. They do not suggest the answer.
6. They follow each other in logical order.

III.—OBJECTIONABLE QUESTIONS.

1. Leading questions.
2. Questions that suggest the answer.
3. Questions that quote a part of the answer.

IV.—ANSWERING QUESTIONS.

1. The answer should be given in a firm, distinct tone.
2. The pupil should stand.
3. Insist upon good language.
4. Most answers should be complete sentences.
5. Except in definitions, the pupil should use his own language.
6. The answer should be clear, concise, definite and complete.

V.—CLASS QUESTIONING.

1. Generally the question should be propounded to the whole class.
2. Give time for thought.
3. Call on individuals for answers.
4. Each one is held responsible for the answer.

For the SCHOOL JOURNAL.

THE VALUE OF ANECDOTES.

Much can be done to fix important thoughts in the minds of children by the judicious use of anecdotes. A story well told is not soon forgotten, and if it carries with it a fact an important end is accomplished. Here is a good story of Washington Irving, which may be made a good illustration of this principle.

Many years ago, a stage full of passengers were travelling in South Carolina. Among the number were several distinguished gentlemen, who became talkative, and by degrees all knew who each one was except one who remained silent. As the stage creaked along the attention of a lad in the party was attracted by a little dog following the stage, which reminded him of one described by Washington Irving in *Astoria*, which he had just been reading. He was laughing quietly to himself, when one of the gentlemen insisted that he should tell them the cause of his amusement, that they might join in the fun. One said, "That little dog reminds me of Washington Irving's dog, whose skin was so tight that it drew up his hind legs."

This led to a talk about Irving, in which all joined except the unknown man. One of the gentlemen then appealed to him, and asked if he did not think Irving one of our wittiest and most delightful writers. The person appealed to replied that he could not say that he did. The gentlemen all expressed their astonishment, and one of them persisted in demanding why he did not agree with the others in their admiration of the favorite author.

"Have you ever read any of his works?" they asked.

"Yes," was the reply.

"Well, don't you think the 'Sketch Book' one of the most beautiful specimens of English which our country has produced?"

"Well, no," the unknown replied; "I can not say that I see anything remarkable in it."

"Well," said the other, "then you must be Washington Irving himself, for no one else could resist the humor and pathos of his pen."

The unknown colored to the roots of his hair, but made no reply, and his tormentor continued:

"Come, tell us the truth; are you not Washington Irving himself?"

The poor man at last blushing confessed that he was, and then followed a general introducing and hand-shaking, and a delightful and never-to-be-forgotten stage-ride.

After this story is read and told it should be followed by questions and information calculated to fix important facts in the minds of young learners. We would suggest the following as an example.

Who was Washington Irving? What did he write? How long since did he die? On the banks of what river did he live? Who was Rip Van Winkle? Tell me something about him? Was he a "real" man? These and other questions should be supplemented by reading and information, and the lesson followed by a review after a few days. By remembering that nothing said should be permitted to pass by without repeated attention and review, a vast amount of real information can be permanently and pleasantly fixed in the minds of pupils.

HINTS ON SPELLING.

Dictation exercises in which the teacher reads a sentence which has in it words of one pronunciation but of two or more spellings are valuable; thus require the pupils to write out in full such sentences as, "They told the sexton and the sexton tolled the bell."

Misspelled words should always count off from the standing of the pupils in every exercise in which they occur.

In pronouncing words pupils should be taught that listening is a part of the exercise as much as spelling, and they should therefore hear the word with two pronunciations, at most, from the teacher.

Give the falling inflection when pronouncing

words for spelling; have pupils lower their voices when spelling.

Never pronounce a spelling lesson to a class in the order in which they have studied it.

Let every word missed be marked by the teacher, and let all such be pronounced at the end of the lesson.

A diversion in school can be conducted profitably by having all lay aside their work and spell in concert words pronounced by the teacher. Let the pitch of the teacher's voice govern theirs. By this means the teacher can carry his pupils from a low whisper to a loud shout.

Where the pupils stand and the lesson is spelled orally the teacher may exact attention by pronouncing the words promiscuously to different ones. Positions of honor and dishonor can be determined at the close of the recitation by taking into consideration the spelling of those who have missed the fewest or the most words, the one missing the fewest going to the head, the others taking their places in regular order below him.

Where pupils write the lesson on the blackboard they should be divided into sub-classes, and be arranged alternately; the teacher pronouncing first to one and then to the other. This may in part preclude the stealing of each other's work.—*Intelligence.*

CORPORAL PUNISHMENT.

Supt. Hawley, of Gloucester, Mass., recommends that blanks should be provided for keeping a record of each case of corporal punishment, and that whenever such punishment is inflicted answers to the following questions, in writing, be sent to the superintendent's office:

1. In what manner was the pupil punished?
2. What was the offence?
3. What has been his general character?
4. What do you know of the home influence surrounding him?
5. What other means have you employed for his reform?
6. Were his parents duly notified of his conduct before you resorted to corporal punishment? What was the response?
7. Has he ever been referred to the principal or superintendent?
8. What was the result of the punishment?

If this course should be generally pursued there would be fewer cases of hasty punishment. The time will probably never come when the infliction of pain on the body, in some form, will be entirely dispensed with—not at least until human passion is under complete control. Too great care cannot be used in corporal punishment. It is often likely to be a two-edged sword, injuring the teacher more than the pupil.

A FEW THINGS TO DO OR NOT TO DO IN SCHOOL.

1. Begin as you propose to continue.
2. Make few rules. Let them be framed as the need for them appears.
3. Enforce a rule or abolish it.
4. Make few promises, and fulfill such as you make.
5. Do not scold. Scolding never reformed a pupil.
6. Do not fret. Do what you can as well as you can, and let the remainder go undone.
7. Do not take your school troubles to meals or to bed with you. They form a bad diet, and are restless bedfellows.
8. Be vigilant in little things. Offences of a trifling nature are offences worthy of check.
9. Remember that it is the certainty of punishment more than the severity that restrains the disobedient.
10. Be neat and prompt. You may then require these habits of others.
11. Be sure to recognize the good qualities in your pupils, as certainly as you do their faults. More boys are led than driven.
12. Teach truth, right and kindness. They are more than Arithmetic and Geography.

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SUGGESTIONS ON THE ORGANIZATION OF SCHOOLS.

Supt. Charles J. Conner, of Buena Vista County, Iowa, makes the following valuable suggestions, in a circular issued to his teachers. We print them for the benefit of our readers:—

1. Find out as nearly as possible what has been done by your predecessor. By means of examinations, oral or written, classify the pupils. Be sure to have every scholar in one of the five divisions. If absolutely necessary, have a class of "irregulars," but know where every student is and have definite work for him.

2. Do not be too sure that the pupils have not done thorough work as far as they have gone. They are often timid at first with a new teacher and fail to show what they actually know. Remember, it is easy to forget. A few carefully planned review lessons will doubtless be necessary to bring the classes to the standing they merited at the close of last term. Perhaps this work can be reached incidentally. See by all means that the term's work is one of advancement.

3. Have first organization temporary. Let it be thoroughly understood that there may be occasion to promote or demote. If mistakes have been made rectify them promptly, but wait until it is certain that they are mistakes.

4. Seat pupils by divisions when practicable. The little folks especially appreciate advancement by change of seats from Primary to Middle division. There is something tangible about this advancement that they understand.

5. Have as few classes as will at all meet the demands of the school. Twenty recitations per day should be the very outside limit. No teacher can do justice to more, especially if the classes are large. Sometimes the teacher is compelled to hear more. Do thorough work at all hazards. Alternate one or two of the advanced classes if necessary. A careful study of the work will often enable the teacher to combine classes by planning a little extra work for the brightest members. Too much care cannot be exercised in the organization of the school.

Teach the English Language. I wish to emphasize this. Reading (and kindred branches studied in learning to read, write and speak good English) and Arithmetic are basal branches in our country school work. The "Three R's" are still at high premium, and should be. Arithmetic will readily command attention. More trouble will arise in presenting English. Make special effort here. Avoid teaching nothing but *rules and diagrams*. To learn to use the English language we must **READ IT, WRITE IT, SPEAK IT**. Do this work whether they finish books or not.

Abstracts should be prepared from time to time with great care. The teacher should select some interesting story or incident (not too long), read it to the class or school and question them upon it thoroughly, so that each one shall be able to recall all the principal points. The pupils should then be required to write the story in their own language, using scratch books or common writing paper. Before copying, the pupils should carefully revise the work, correcting all mis-spelled words, observing that capitals and punctuation marks are properly used and that the work is properly paragraphed. When this is done the abstract should be copied upon paper of uniform size. Too much care cannot be taken with this work, for if it is properly followed it will produce great results in the development of language. These also show the pupil's standing.

As helps in language, let the teacher write down all incorrect expressions used in school and give them to the pupils once a week, or, better still, let the pupils pick up incorrect expressions and correct them. We learn to do by doing. Also make skeletons of stories and let the pupils combine the words.

When a class has finished any topic, as Multiplication, Decimals, Percentage, etc., place questions upon the blackboard and give the class a written review of the topic, requiring them to write first upon slates or scratch books, after which the work may be copied upon the paper prepared for this purpose, following the directions for abstracts.

The arrangement of the work on the paper, the penmanship, spacing, etc., should be done in the neatest possible manner. These papers, properly signed, should be handed to the teacher for safe keeping. This should be repeated at intervals during the term. The result will be a fine display of Arithmetic work.

The directions given for Arithmetic will apply to History and Geography; however, I will submit the following outlines for a country or state:

1. Position. 2. Size. 3. Surface—(a) land, (b) water. 4. Climate. 5. Productions—(a) animal, (b) vegetable, (c) mineral. 6. Inhabitants. 7. Occupation. 8. Government.

OUTLINE FOR ADMINISTRATIONS:—1. Time. 2. President. 3. Vice-President. 4. Political parties. 5. Events. 6. Presidential campaign—(a) candidates, (b) issues.

Spelling should form a part of every recitation. Ten words are enough for any lesson. Let the words be written, defined and used in sentences.

Each school must have good work done in English Language, Arithmetic, Spelling and Writing. To fail here is to fail utterly. Do not underrate other branches, but teach the above thoroughly. **SIMPLY HEARING ANY RECITATION IS NOT TEACHING.**

Teachers cannot do themselves or their pupils justice by letting things go at "loose ends." Study every lesson until you are enthusiastic over it. The pupils will catch your spirit. Work with them. Do not tell them that you will look up answers to their questions and will tell them to-morrow, but work with and show them how to work. Encourage investigation. Do not let the pupils take up the higher branches (History, Physiology, etc.) too soon. They cannot understand the language used and only waste time. Do good, thorough work.

HOW THE POWER OF ATTENTION CAN BE CULTIVATED.

1. Have pupils observe objects closely.
2. Require them always to study with close attention.
3. Read long sentences and have pupils write them.
4. Read quite long combinations in mental arithmetic and have pupils repeat them.
5. Mathematical studies are especially valuable in cultivating the power of attention.

The following suggestions are made to aid a teacher in securing the attention of his pupils:

1. Manifest an interest in the subject you are teaching.
2. Be clear in your thought, and ready in your expression.
3. Speak in a natural tone, with variety and flexibility of voice.
4. Let your position before the class be usually a standing one.
5. Teach without a book as far as possible.
6. Assign subjects promiscuously, when necessary.
7. Use the concrete method of instruction, when possible.
8. Vary your methods, as variety is attractive to children.
9. Determine to secure their attention at all hazards.—EDWARD BROOKS.

FOR THE GEOGRAPHY CLASS.

An excursion on a more extended scale even than that in honor of the Northern Pacific Railroad's opening has been planned by the Society of Commercial Exploration in Africa. It is to embrace the circumnavigation of the African continent. The excursionists will start about September 1st, from Genoa, and will go to Algiers, Tangier, the Congo country, the Cape of Good Hope, Natal, Madagascar, Zanzibar, Aden, Suez, Alexandria, Tunis, and back to Genoa, arriving about Christmas time. The steamship will traverse a distance of about fifteen thousand miles, making a stay of from one to eight days at the various ports. It is believed that substantial advantages will result from the opportunities of the tourists to become acquainted with the commercial needs of the regions visited.

For the SCHOOL JOURNAL.

PHILOSOPHY LESSON.

THE CENTRE OF GRAVITY.

The following directions should be written and placed where they can be seen when the class is sent to work. After the experiments have been performed, the subject is discussed in class, the teacher giving needed terms. Then a carefully and neatly written statement of the experiments, observations, and conclusions should be given to the teacher. The paper should be ruled in the following manner:

EXPERIMENT. | OBSERVATION. | CONCLUSION.

The questions are intended to aid the pupil in making his observations and conclusions.

First Experiment.—(Apparatus: A rectangular prism one foot long, four small unequal weights, a ruler, a small stick perpendicular to the table and level at the top.)

Measure the prism. Balance it on top of the perpendicular. Mark the point directly over the upright when the prism is at rest. Measure the distance from this point to the ends of the prism. Place the smallest weight upon one end. Balance again. Mark point over upright and measure distance to end of prism. Balance with each weight and note result.

Questions.—At what point did the prism first balance? Why did it not balance at that point after the weight was put on one end? What is necessary in order to make an object rest or balance upon a support?

Second Experiment.—(Apparatus: A ruler, perpendicular as in the first experiment, and two small oblong boxes filled with sawdust, with a few shot placed in one end of one box.)

With a ruler find the centre of the boxes. Endeavor to balance both at this centre. Notice the result. Find and mark the point at which the box containing shot balances.

Questions.—Why will not both balance at the centre of the box? How did you find the point at which the first box balances? How did you find the point at which the second balanced?

Third Experiment.—(Apparatus: A potato, a string, some pins or tacks, a knitting-needle, a pencil.)

With pins or tacks fasten the string to the potato near one end. Suspend it and mark the direction the string would take if it were continued downward across the potato. Suspend again from any point on the potato not in this line. Mark the continuation of the string. Mark the place where these two lines meet. Run the knitting-needle through the point where the string was first attached. Rotate the potato. Notice in what manner comes to rest. Run the needle through the second place of attachment. Rotate and notice the result. Run the needle through the point where the lines crossed. Rotate and notice result.

Questions.—Why will it rest in any position in one case, and only in a certain position in the others?

WHAT TO DO WITH THE BEGINNERS.

Try to find something for the little ones to do—something suited to their abilities. They can learn words and hunt out the known from the unknown words on the chart. They can use a pencil nicely on the slate or blackboard. They can copy spelling or reading lessons. They can hunt for pictures and can learn to study pictures, to tell you all about what they see in them. They can count and combine numbers. They can listen to stories; tell stories too. They can play. They can sing. They can use an extra recess to advantage. They can sit quiet for a short time. They can get a lesson if it is one they know how to get, and one in which they have some interest. They can get into mischief if there is nothing else provided for their occupation. Treated kindly and reasonably they are usually obedient, glad to do what they are directed to do, pleased in doing right. They come to school with intentions of being good, and if they have a fair chance they will succeed. Treat them as though they had some sense, some feelings, some rights, and they will prove themselves worthy of appreciation.

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FOR THE SCHOLARS.

THAT DREADFUL BOY.

FOR RECITATION.

I'm looking for a dreadful boy,
Does anybody know 'im?
Who's leading all the other boys
The way they shouldn't go in.
I think if I could find that boy
I'd stop what he is doin'—
A-bringing all the other boys
To certain mortal ruin.

There's Tommy Green, a growing lad,
His mother has informed me
The way that he is getting bad
Would certainly alarm me.
She feels the blame should rest upon
John Brown—a recent comer—
For Tommy was a lovely child
A year ago this summer.

But when I spoke to Mrs. Brown
Her inmost soul was shaken,
To think that Mrs. Green should be
So very much mistaken;
She did assure me Johnny was
As good a child as any,
Except for learning naughty things
From Mrs. Whiting's Benny.

And Mrs. Whiting frets because
Of Mrs. Blackham's Freddy;
She fears he taught young Benjamin
Some wicked tricks already,
Yet Fred is such an innocent,
(I have it from his mother,)
He wouldn't think of doing wrong,
Untempted by another.

O, when I think I've found the boy
Whose ways are so disgracin',
I always learn he's some one else,
And lives some other place in.
And if we cannot search him out,
He will (most dreadful pity!)
Spoil all the boys who otherwise
Would ornament the city.

OBLIGING PEOPLE.

FOR DECLAMATION.

You have noticed people of whom you would never think of asking a favor. They are often pleasant, friendly, and generous, ready to lend or make presents to their friends: but let them be called upon to make some sacrifice, ask them to do something that gives them a little trouble, and you will find that they are not as unselfish as they seemed. If they comply at all, it is with such a very bad grace, that you never ask them again. You have found that their own ease is of more importance to them than other's comfort, their own enjoyment than other's pleasure. And yet they do not look as if they succeeded very well in their efforts to be happy. They always remind me of Scrooge. You remember Scrooge, that "squeezing, wrenching, grasping, scraping, clutching, covetous old sinner." I think the worst thing Dickens said of him was that "no children asked him what o'clock it was; no man or woman once in all his life inquired the way to such and such a place of Scrooge." You remember it was the cold within that froze his features. So it is the lack of kindness within that makes the scarcity without. When there is sunshine in the heart it will stream out—there is no keeping it in. Look at the sunshiny boy. If grandma leaves her specs upstairs, he runs to get them before he is asked. When father wants the paper, he knows just who is ready to go for it. Mother does not have to hire him to do her errands, no one asks of him but once for anything that is in his power to do. Do you ask, What is his reward? Well, he doesn't ask any—he is satisfied with the pleasure it gives him to help people. But it is worth something to know that people are glad to have you come, sorry to have you go, and remember you in love and gratitude when you are away. Obliging people have hosts of friends and good pay.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

THE path of duty is the path of safety.—THWING.

NEXT to God, thy parents; next to them the magistrate.—WM. PENN.

SLOTH makes all things difficult, but industry all things easy.—FRANKLIN.

FOR who that leans on His right arm
Was ever yet forsaken?—WHITTIER.

If we delay till to-morrow what ought to be done to-day, we charge to-morrow with a burden which belongs not to it.

EVIL thoughts are more dangerous than wild beasts. Keep your head and heart full of good thoughts, and bad ones will find no room.

We get back our mete as we measure,
We cannot do wrong and feel right;
Nor can we give pain and get pleasure,
For justice avenges each slight.—ALICE CARY.

THE Night is mother of the day.
The Winter of the spring,
And ever upon old decay,
The greenest mosses cling.—WHITTIER.

THE distant mountains, that uprear
Their solid bastions to the skies,
Are crossed by pathways that appear
As we to higher levels rise.—LONGFELLOW.

HEAVEN is not reached by a single bound,
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit round by round.
—HOLLAND.

WHAT CONGRESS IS DOING.

The Senate passed the Utah bill; a bill to prevent the importation of tea-dust; a bill to equalize the rank of Naval Academy graduates; passed the Army Appropriation bill; and debated the Mexican Pension bills.

The House passed the General Deficiency Appropriation bill; ordered further conference on the P. O. Appropriation bill; passed the Pacific Railroad bill; a bill against importation of contract labor; a bill reducing clearance fees of vessels in domestic commerce, and debated the Electoral Count.

NEWS OF THE WEEK.

June 17.—There is dissatisfaction among the workmen in the boot and shoe trade, cigar makers, stove moulders, and iron workers of Cincinnati, with threats of a general strike.

July 18.—Earl Spencer unveiled the Queen's portrait at Belfast. —Madame Patti has signed a contract to sing in America next season.—Rev. Mr. Spurgeon's fiftieth birthday was celebrated.

June 19.—Cambodia has been placed under French control.

June 20.—A call has been issued to Irish-Americans to meet at Chicago for consultation.—A Spanish commissioner is coming to New York to investigate the rumors concerning Cuba.

June 21. The Prince of Orange died.—The French cabinet were informed that the Egyptian Conference will meet June 28.

June 22.—The Princess Wilhelmine is to be proclaimed successor to the Prince of Orange.

June 23.—A Mexican editor was arrested for denouncing the Stamp Act.

INTERESTING FACTS.

A FRENCH scientist has discovered a cure for hydrophobia.

ACCORDING to Japanese custom, age is counted from the first day of the January succeeding birth. At that date a child is one year old, whether born the previous January, at midsummer, or on the 31st of December.

DR. GEORGE HAND SMITH, an American now living in London, has invented a process by which paintings may be made in marble, ivory and other dense substances, and the colors "driven into the material" so that cross sections may be cut off and duplicates obtained. Pictures in marble have been "driven in" to the depth of three-eighths of an inch. He calls them endoliths.

A CONNECTICUT man has perfected a machine for making upholsters' tacks. The secret of making them was known only to the English manufacturer, from whom we imported them in large quantities. One New York importer receiving from eight to ten millions monthly. The new machine, now in operation at Torrington, turns out 150 perfect tacks per minute, averages 60,000 per day. One man can tend four machines.

OPERA BY TELEPHONE.—When the new opera "Lauriana" was produced recently for the first time, at the Lisbon Opera House, the King and Queen of Portugal were in mourning for the Princess of Saxony, and etiquette prevented their attending, so the opera was brought to them by telephone. Six microphone transmitters were placed about the front of the operatic stage in multiple arc, each fed by three sets of batteries, which were switched on every twenty minutes in succession to keep on the current strength. There were receivers at the palace end for the use of the royal family, who thus heard the opera from beginning to end.

NEW TELEGRAPH CABLES BETWEEN EUROPE AND AMERICA.—Two new cables are now being laid between Iceland and Nova Scotia, thence to this country, by Messrs. Bennett and Mackey. They extend side by side from Ireland to Nova Scotia, whence one goes to Rockport, Mass., and the other round Cape Cod to Fire Island, N. Y., and thence to New York. The aggregate length of the two is over six thousand miles. The shore ends are two and one-half inches in diameter, while the cable proper

is but one inch in diameter. The conductor is formed of thirteen wires, consisting of twelve small wires coiled around a central wire one-tenth of an inch in diameter.

THE FOXES.

"Take us the foxes, the little foxes that spoil the vines; for our vines have tender grapes." Most of you children have seen a fox, with his bright eyes and sharp nose, and bushy tail; but I doubt if any of you have ever seen any very young foxes. Solomon lived in Judea, where all the farmers had vineyards belonging to their farm, and these little foxes were often seen, and gave much trouble. Fences were built around the vineyards to keep them out, but sometimes there would be a hole in the fence, and even if it was not big enough for the old foxes, some of the young ones would generally find their way through, and have a rare feast of grapes. The old foxes were bad enough, but they were generally satisfied to eat and run home, while the young ones would race and tear round, dragging the vines off the trellises, and sometimes, in sheer mischief, pulling some of them up by the roots. Perhaps King Solomon sat in a summer-house overlooking the palace garden, and noticed what havoc the little foxes were making; and this, perhaps, set him thinking of his boyhood, and how he had let some little foxes find their way into his heart, and what mischief they had caused.

I want to warn you children of some of these foxes which I have seen trying to slip through the fences and spoil some of the young vines and tender grapes in your hearts.

The name of one of these little foxes is *Ill-Temper*. You may always know him by his black look. He does not look full of fun, like other mischievous little foxes, but sits and scowls. You have been having a good time at some play, when suddenly one boy or girl gets very angry, and the fun is over. You know what was the matter. It was the little black fox, *Ill-Temper*, who slipped through the fence of that child's heart. Or perhaps a boy's mother wants him to carry a message over to a neighbor's house. Some little boys would go cheerfully. Others scowl, and mutter something about "I don't want to go." O, that mischievous little black fox! If you want to grow up bright, happy, cheerful men and women, catch this little fox, and if you cannot tame him and make him useful, *kill him*. I should not advise you to try any experiments in taming foxes; I never saw any one yet who succeeded in it, and I do not think you will.

Now, there is another little fox which generally runs with this one, and his name is *Selfishness*. Whenever you see *Ill Temper*, if you look close, there is *Selfishness* close beside him. When I see a boy or girl trying to take the best of everything and never thinking of others, I say to myself, "Poor child, he has let in that little fox, and now the tender grapes and young vines will be ruined." When I see a mother very tired with a hard day's work, and her daughter, quite old enough to help her, sitting down to read some pleasant story-book or running out to visit some companion, I say to myself, "How fast that little fox, *Selfishness*, does grow; he will soon be big enough to destroy all this beautiful vineyard." But sometimes I hear a pleasant voice saying, "Let me help you. I am not tired at all." Then I know there is no chance for that little fox in that vineyard, and he will have to run for his life. I am afraid most of us let that fox in sometimes, and that is the reason why our vines bear so little good fruit. But some of you children will say, "I did not mean to be selfish, I did not think. That reminds me of another little fox, the most innocent-looking little fellow in the whole family, but dreadfully mischievous. His name is *Thoughtlessness*. There is a little girl crying; I go up to her and say, 'Sissy, what's the matter?' She swallows a big lump in her throat, and then tells me a what very unkind thing her sister has said to her. Her sister does say sharp things sometimes, and forgets them as soon as she has said them, but the little one does not forget them so easily. Children, you *must* think; you are all old enough to think before you say unkind things; and if you stop to think, you will never want to say them. Don't let this little fox in. He looks innocent enough, but you cannot trust him. If I had time I would tell you of some other mischievous little foxes, such as *Wiffulness*, *Disobedience*, *Bad Language*, *Sabbath-Breaking* and *Untruthfulness*, but I need not speak of them now. But how shall we get rid of these foxes? First, by keeping a sharp lookout for them; and second, by praying God to help us. Children, we can do our best to get rid of our faults, and we *must* do our best, but we need help. Our friends help us, our parents, our teachers, our pastors, all try to help us, but we want God's help most of all. Will you not all ask God to help you?

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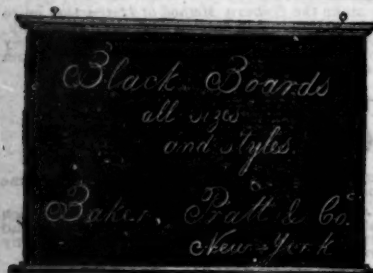
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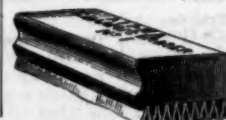
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For the SCHOOL JOURNAL.

IMPORTANT TEXT-BOOKS OF THE YEAR.

JUNE, 1883—JUNE, 1884.

The year has been in many respects an eventful one. The physical world has felt the destructive effects of cyclones and earthquakes. The financial world has felt the effects of suspensions and failures such as it has seldom felt before; but progress in the world of intellectual culture has been onward and upward. Public education, in our own country at least, has made more rapid advancement than it has in any twelve months since our country had a history. Text-books have improved in form, in style, and in fitness. In the educational world there have been no "suspensions," no "assignments," no "defalcations," but a steady, healthy improvement. Much of this progress is due to improved methods of instruction; to more thorough preparation and higher qualifications of teachers; and much of it to the more refined tastes, improved facilities, growing energies, and discriminating judgments of publishers; and evidently not a little to the untiring efforts of authors to prepare the best book on their chosen subject. A brief survey of the text-book work of the year will be found below. The text-books are classified according to the subject treated. The numbers after the titles or names of the works refer to the publishers, whose names are found in a note at the close of this article. These works have had appropriate reviews in the columns of the SCHOOL JOURNAL during the year.

ENGLISH LANGUAGE AND LITERATURE.

The progress in this department, though great during the preceding year, has made rapid advancement during the past year. Publishers have made a careful examination into the actual wants of the schools, and have labored assiduously to meet those wants. Among the most notable school readers issued during the year are: Butler's Fourth and Fifth Readers¹, which complete Butler's series; and the first four numbers of Barnes' New National Readers². The series comprise five books in all, the fifth being in press, to be issued in a few days. Admirable in mechanical execution, beautiful in illustration, excellent in plan and arrangement, they make a worthy addition to this class of school text-books. Fenno's Favorites³ has already made its mark. Among the volumes of supplementary reading issued during the year are the beautifully illustrated Natural History Reader⁴; Barnes' History of Greece⁵; Barnes' History of Mediæval and Modern Peoples⁶; and an Historical Reader⁷. On the science and art of writing and speaking the English language have been published Bardeen's Sentence Making⁸; Bardeen's Complete Rhetoric⁹; Science and Art of Rhetoric¹⁰; Cobbett's English Grammar¹¹; Hill's Elements of Rhetoric, revised¹²; How to Write English¹³; a clear, instructive, simple, straightforward, encouraging guide; and Jenkins' Handy Lexicon¹⁴. In the department of literature, publishers have kept pace with the demand. Among noted works in this department are Shaw's New History of English and American Literature¹⁵; the American entirely re-written and the English revised and brought down to date; Prose Masterpieces from Modern Essayists¹⁶; Tuckerman's English Prose Fiction¹⁷; Washburn's Early English Literature¹⁸; Trimble's Short Course in Literature¹⁹; Southwick's Literature²⁰; English Literature²¹, 1 vol. edition; Natural History Reader²²; James Johonnot's Historical Reader²³; Hand-Book of English Authors²⁴; Studies in Longfellow²⁵, by William C. Gannet; Modern Classics²⁶; Irving's Legend of Sleepy Hollow²⁷; Lamb's Tales from Shakespeare²⁸; the Academy Orthoepist²⁹; Bryant's Thanatopsis³⁰; The Shakespeare Speaker³¹; Thackeray's Roundabout Papers³²; Primer of American Literature³³. In Rhetoric are Hill's Elements of Rhetoric³⁴, revised; and Hill's Composition and Rhetoric³⁵. In spelling and grammar are Word Lessons³⁶, by Alonzo Reed; Work with Words³⁷; Haldeman's Affixes³⁸; Cobbett's English Grammar, new edition; How to Write English³⁹; Examples for Elementary Practice in Declamation⁴⁰; Object Lessons⁴¹; Science and Art of Elocution; The Reading Speller⁴².

MATHEMATICS.

Among the new books in this department are Ray's New Test Examples in Arithmetic¹; White's New Elementary Arithmetic²; White's New Complete Arithmetic³; Sheldon & Co.'s Graded Examples⁴, first and second books; Fish's Arithmetics⁵, No. 1 and No. 2; Fish's Arithmetical Chart⁶; Key to Fish's Arithmetic⁷, No. 2; Thomson's Commercial Arithmetic⁸; Plane and Spherical Trigonometry⁹, by Prof. Wells; Drill-Book in Algebra¹⁰, arranged according to subjects, by M. L. Perrin; Welsh's Essentials of Geometry¹¹; and Davie's Elements of Surveying and Levelling¹², revised by Prof. J. H. Van Amringe, Columbia College. Some excellencies in the revision of this work will bear repeating, especially the transformation of the article on Mining Surveying, in which the location of claims on the surface, the latest meth-

ods of underground traversing, the calculation of ore reserves, etc., are fully explained and illustrated by practical examples. Olney's New Elementary Geometry¹³, with its philosophical analysis and arrangement, is a valuable addition to the other excellent works on geometry published during the year; Logarithmic and Trigonometric Tables¹⁴, by Seaver and Walton; Wentworth & Hill's Examination Manuals¹⁵ also deserve notice.

NATURAL SCIENCE.

A deeper interest in the study of the natural sciences has been rapidly growing for several years. This interest has been greatly intensified during the last year. Authors and publishers have felt the inspiration. The result has been an increased number of books in the different departments of natural science. The field of chemistry has been enriched by Avery's finely illustrated Complete Chemistry¹; Honsbon's Elements of Chemistry²; Lessons in Chemistry³, by William H. Greene, M.D.; Wurtz's Chemistry⁴, new edition, translated and edited by William H. Greene, M.D.; Elements of Modern Chemistry⁵, revised and enlarged by the same author; and Prof. F. H. Clarke's Elements of Chemistry⁶. In Philosophy: Kiddle's First Book of Physics⁷, an abridgement of Atkinson's Ganot's larger work, is greatly praised by teachers; Avery's First Principles is pronounced a "thoroughly good book," and the Natural Philosophy⁸, by Professors Sharpless and Philips. In Botany are: Elements of Botany⁹, by W. A. Kellerman; Plant Analysis¹⁰, by the same author; and Herrick's Wonders of Plant Life. In Astronomy are: Johnston's Home Atlas of Astronomy¹¹; and Prof. Peck's Astronomy¹², a practical, scientific, and excellent work. In Geology are: Winchell's Geological Excursions¹³; and Compend of Geology¹⁴, by Joseph Le Conte. In addition are: Beginnings with the Microscope¹⁵; Elementary Zoology¹⁶, by C. F. Holder; Science Ladders¹⁷, 6 vols. in one; Argyle's Unity of Nature¹⁸; Olmsted's College Astronomy¹⁹; Snell's second edition; Olmsted's College Philosophy²⁰; Scott's Review of U. S. History²¹.

GEOGRAPHY.

In the department of Geography are: New Electric Elementary Geography¹; New Electric Complete Geography²; Guyot's Creation³, the Biblical Cosmogony in the light of Modern Science; and Maury's Revised Physical Geography⁴; Primary Geography of New Jersey.

HISTORY, BIOGRAPHY, AND POLITICAL SCIENCE.

Varied and numerous have been the methods of preserving historic events. Since the invention of printing, books have been the chief means of recording and preserving these events. These books, especially those used as text-books, have undergone many changes. Not every change is improvement, but evidently there is no improvement where there is no change.

Among the works on history that have been issued during the year are the Electric Primary United States History¹; Virginia², a history of the people, with a map of Colonial Virginia; Pinnock's History of England³; Pinnock's History of France⁴; Barnes' History of Greece⁵; Barnes' History of Mediæval and Modern Peoples⁶; Barnes' General History⁷; Calendar of American History⁸; Plutarch for Boys and Girls⁹; Gindely's Thirty Years' War¹⁰, in two vols.; Studies in Mediæval History and Mediæval Civilization¹¹. Prominent among our political science is Perry's Political Economy¹²; Brassey's Work and Wages¹³; Crane & Moses' Politics¹⁴, an introduction to Comparative Constitutional Law; Ford's American Citizen's Manual¹⁵, two vols.; Rogers' Six Centuries of Work and Wages¹⁶; and Laveleye's Elements of Political Economy¹⁷. In Biography: the Biography of Ezra Cornell¹⁸.

MENTAL AND MORAL SCIENCE.

Among the prominent works published the last year on Mental science, are Dr. McCosh's Philosophic Series, viz: Criteria of Diverse kinds of Truth¹; Energy, Efficient and Final Cause²; Development, what it can do, and what it cannot do³; Certitude, Providence and Prayer⁴; Locke's Theory of Knowledge⁵; and Hill's Elements of Logic⁶. In Moral Science, are: Janet's Theory of Morals⁷; Ante Nicene Christianity⁸; Nicene and Post Nicene Christianity⁹; Grounds of Theistic and Christian Belief, by Fisher¹⁰; Briggs' Biblical Study¹¹; and Harris' Philosophic Basis of Theism¹².

DRAWING, ART AND MUSIC.

Drawing and Art fascinate the eye, Music which is the essence of Art developing melody and harmony in sounds, charms the ear; combined they elevate and refine. The growing interest in them speaks well for the present and encouragement for the future. The prominent works on these issued during the past year, are Bartholomew's Drawing Lines¹, books 16, 17 and 18; National Composition Blanks, in three numbers²; Krusi's Perspective Drawing Books³; a revised edition of Krusi's Manual of Synthetic Drawing⁴; P. D. S. Copy Books⁵; McVicar's New Spelling Blanks⁶; Ap-

pleton's Writing Charts⁷; Universal Phonography⁸; Electric System of Drawing Nos. 1, 2, 3, 4, 5, 6, 7, 8, 9; Eame's Phonography⁹; Hunt's History of Music¹⁰; Ritter's Music in England¹¹; Ritter's Music in America¹²; The Normal Music Course¹³, embodying the plan of teaching music pursued in the Boston schools; Storrs' Psalter¹⁴.

PHYSIOLOGY AND HYGIENE.

The introduction of Physiology so generally into our schools is an encouraging feature. One of the greatest, if not the greatest study of mankind is man. The hygienic laws governing the functions of the human body should be taught to every child. Publishers and authors are awake to this subject. During the last year many excellent books have been published on this subject. Among them are Lessons on the Human Body¹, by O. M. Brand; The Essentials of Anatomy Physiology and Hygiene², by R. S. Tracy; Wilder's Health Notes³; Laws of Health⁴, by Joseph C. Hutchinson; M. Steele's Hygiene Physiology⁵, a well digested volume; Steele's Hygiene Physiology Abridged⁶, for use in primary classes; Eclectic Physiology⁷.

ANCIENT AND MODERN LANGUAGES.

As the methods of teaching languages improve, text-books must make a corresponding improvement, or be left in the rear. Publishers of classic and modern languages, during the past year, have profited by these improved methods, and have brought out many greatly improved text-books in these languages. Among these improved works are Progressive Exercises in Reading and Writing Latin¹, by Harkness; Harkness's Complete Latin Course for the First year², comprising an outline of the grammar, exercises in reading and writing, and frequent practice in reading at sight; Cornelius Nepos³, for sight reading; Lincoln's Selections from the Poems of Ovid⁴ with Vocabulary; The Complete Text of Vergil⁵, notes and Vergilian Dictionary⁶, by Frieze; The Bucolics and Georgics, and six books of Aeneid⁷, by Frieze; and Edward's Hand Book of Mythology⁸. In modern languages, are The Cumulative Method in German⁹, by Adolph Dreyspring; Worman's Teacher's Hand-Book¹⁰; First Spanish Book¹¹; Elementary French Grammar¹²; Worman's Questionnaire¹³; The French Teacher¹⁴, a sight system; Broken English¹⁵; A Frenchman's struggle with the English; Van Laun's French Literature¹⁶; and Cours de Lecture et de Traduction¹⁷; Chase & Stewart's Latin Grammar¹⁸; Rolfe's Venus and Adonis¹⁹; Rolfe's Titus Andronicus²⁰; Latin Grammar and Exercises²¹, by F. A. Blackburn.

DIDACTICS.

On this most important of all subjects much has been written, but not too much. Every year brings something fresh and new. Among the works written and published during the last year, are Jewett's Pedagogy for Young Teachers¹; Development Theory²; Home and School Training, by Mrs. H. E. G. Arey³; The Primer of Politeness⁴; Philosophy of Education⁵; Lectures on the Science and Art of Education⁶, by Joseph Payne.

BOOKS OF REFERENCE AND BOOKS TO BE READ OUT OF SCHOOL.

Schools and Studies¹; Chambers' Hand-Book Dictionary of English, French, and German²; Putnam's World's Progress, new edition, by E. L. Jones³; Haydn's Dictionary of Dates⁴, popular edition; Health and Strength for Girls⁵, by Mary J. Safford, M.D., and Mary E. Allen; Our Business Boys⁶, by Rev. E. E. Clark; Not Like Other Girls⁷; Delsarte System of Oratory⁸; Our Chancellor⁹; Day's Colloquy¹⁰; What is to be Done¹¹; by Robert B. Dixon, M.D.; Boys of Thirty-five¹², by E. H. Elwell; Clear of the Maze and the Spare Half Hours¹³, by Rev. C. H. Spurgeon; My Musical Memories¹⁴, by H. R. Haweis; Pleasant Authors¹⁵, by Amanda B. Harris.

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THE sale of Cuba to the United States is talked of. Spain is willing to take \$50,000,000, which Mr. Frelinghuysen seems willing to give.

A NEW government has been organized for London. Formerly the government was exercised by at least 39 distinct bodies, now all are to be united in an elective council of 240 members; the city will be divided into 89 districts, each of which elects a number of councillors, proportionate to its population and valuation.

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HOW PAPER PAILS ARE MADE.

Rags and paper are steamed in vats for a few hours, and then thrown into beating troughs partly filled with water. The "beating" is done by a revolving cylinder with fifty knives set at different angles. The knives reduce the rags to a dirty purple pulp, and change the newspaper wrappers to a soft mass. About 400 pounds of material are put under each beater. When paper and rags are each reduced to pulp, the opening of a trap lets it run into the stuff chest in the cellar. One part of rag pulp to three of paper is run into the chest. When pumped from the stuff chest into the trough of the winding machine, the future pail looks like thin water gruel. A hollow cylinder covered with brass wire splashes around in the trough, and the pulp clings fast to the wire. After the cylinder has performed a half revolution it comes in contact with another cylinder, covered with felt, that takes off the pulp. As the large cylinder goes down on the return trip, and just before dipping into the trough again, all little particles of pulp sticking to the wire are washed off by streamers of water from a sieve. On the inside of the cylinder is a fan pump that discharges the waste liquid.

From the felt covered cylinder the pulp is paid on to the forming cylinder, so called. It is about the shape of the paper cone caps worn by bakers and cooks, but made of solid wood and covered with zinc, with the small end or bottom part of the pail toward the workman. The forming roll drops automatically when pulp of the required thickness is wound around it. From here the now promising pail is put in the pressing machine, which looks something like a silk hat block, in six sections, with perforated brass wire upper faces. The sections move from and to a common center, and the frame is the exact size of the pail wanted. The workman drops his damp skeleton of a pail into the frame, touches a lever, and the sections move to their center and squeeze the moisture

out of the pail. The pail is still a little damp, and spends a few hours in the drying room at a temperature of about 150. The sections of the pressing machine mark the bands which are seen on the finished pail. After it is dry it is ironed, or calendered, drawn like a glove, over a steel forming roll, which is heated, and is ironed by another revolving calender, with steam thrown on the pail to keep it moist as if it were a shirt bosom. The pail, or rather its frame, is pared at each end, punched with four holes to fasten on the handle, and corrugated, or channeled, for the putting on of the iron hoops. A wooden plate large enough to spring the pail so that the bottom held under a weight which drops and knocks the bottom where it belongs. The factory has a machine of its own invention for the bending of the hoop into shape.

After it has been cut to the proper length and width, the straight strips of iron is run over a semicircular edge of steel, on which it is held, and drops on the floor a round hoop with a fold in the middle to catch the top and bottom edges of the pail. After a waterproof composition is put on, the pail is baked in a kiln for about forty eight hours at a temperature between 200 and 300 degrees. It is dried after its first coat of paint and sandpapered, and then takes two more coats of paint, with a drying between, and a coat of varnish which is baked on, before—with its wooden handle and brass clamps—the pail is ready for the hand of the dairymaid, hostler, or cook.—*Ex.*

EVERY body has something good in him. If he is a noted bad boy the only way to carry the assault is by surprise; and that you can seldom do by the rod. Take him as a special study, not to worry over him and complain that no one else ever had such a dreadful boy to deal with, but to believe that a man can be made out of him and that you, perhaps, can be in God's hand the means of developing his manhood. What if he does try

you. Nothing great was ever accomplished but through self-sacrifice; and even if there were no reward in another world, it is an unspeakable happiness in this to have helped to lift one young soul out of darkness into light. Will you not make a special study of the "bad boy," not merely with a view to making him behave just now, but with a view to changing that future which must inevitably be overshadowed by crime and sorrow, if he is not changed?" Treat him kindly when you meet him outside the school-room. If you must, through preoccupation of mind, neglect to speak to any acquaintance, let it be your influential older friend, not the little waif who will value a kind greeting from the teacher who is "not ashamed to speak to him even when she is dressed up and with grand people." I quote the words a boy of fourteen used, who had been a noted truant player, and had had many conflicts with different teachers, when he had become regular and was gradually gaining the victory over serious faults. "That teacher is the first who ever treated me as if I was anything, and I mean to show her that I can be something.—MARGARET SUTHERLAND, in Ohio *Ed. Monthly*.

THE American vice-consul to Ecuador says that the people of Ecuador are very intelligent and have good business qualifications. There is much business transacted there, the principal articles of export being hides, rubber and cocoa. Another line of steamers, he says, is much needed between Aspinwall and New York, and a new line on the Pacific. Freight, he says, is very high. It is cheaper to deal with European countries than with the United States, and so Europe gets the larger part of South American trade. The value of exportation from Ecuador alone was \$5,500,000 last year, and that is a place of only 35,800 inhabitants.

A TRAVELER recently returned from Alaska says that the only drawback to the climate during the four summer months is the mosquitoes, which literally blacken the air.

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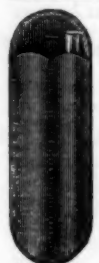
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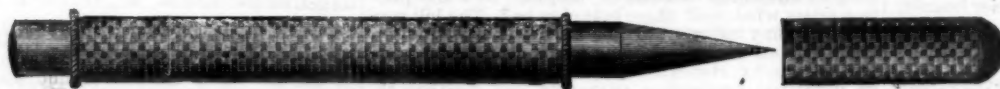
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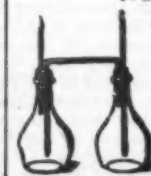
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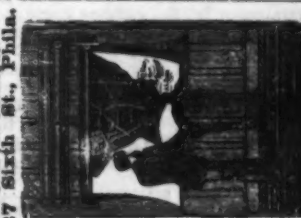
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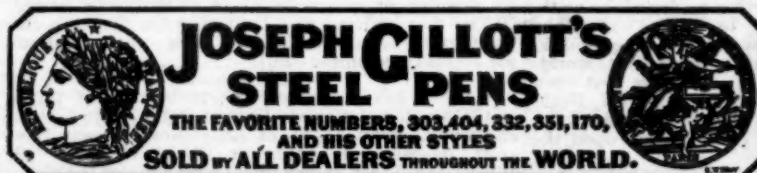
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The aim of education should be to teach us rather how to think than what to think.—J. BEATTIE.

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The school when governed by an arbitrary and tyrannical teacher, is a fearfully demoralizing influence in a community.—HARRIS.

The limbs and organs of the body must be developed to a certain degree before they can serve as adequate tools for the mind.—KRIEGER.

A man is not educated until he has the power to summon, in an emergency, his mental powers in vigorous exercise to effect its purpose.—D. WEBSTER.

Real education is the formation and training of the mind; to train the mind requires hard, patient and independent thinking and work. The mere crude teaching a youth a bundle of facts, which he acquires with no labor and, only retaining, neither digests nor assimilates, is no training at all.—CAXLEY.

The one sole object of education when properly understood, is not to make a gentleman, or a lawyer or a mechanic, or a farmer, but to draw out to their utmost limits all the susceptibilities of our three-fold nature; and the product of this true discipline is not a scholar, nor a philosopher, nor an artist, but a fully developed man.—B. F. TUEFTT.

A VERY POPULAR MAN.—Gen. Alfred C. Barnes, the senior active member of the widely known publishing firm of A. S. Barnes & Co., had lately new honors heaped on him. We refer to his election as Colonel of the 18th Regiment, National Guard, the oldest military organization in King's County. He furthermore received a commission as Brigadier General by brevet, a distinction only enjoyed by him, being the only colonel in the service with that rank. There is hardly a man in Brooklyn more popular than Gen. Barnes. He is foremost in all public enterprises, and has occupied some of the most honorable positions in that city. He was President of the Veteran Association, General Inspector of rifle practice upon Governor Cornell's staff, one of the members appointed by the Governor of the State, in the fall of 1881, to receive the distinguished delegation representing the Republic of France at the Yorktown Centennial Celebration, and belonged to the same commission to receive and entertain the German delegation, consisting of the seven descendants of Baron Von Steuben, at that celebration. He is one of the original trustees of the Adelphi Academy, a trustee of the East River Bridge, Vice-President of the Brooklyn Library, a director of the Brooklyn City Hospital, a member of the Hamilton Club, Historical Society, Art Association, and New England Society. He was for a long time President of the Oxford Club, and served as Supt. of Willoughby Avenue Mission Sunday school, and President of the Home for Consumptives. In the book trade the General has been honored in various ways. He was the first president of the Central Booksellers' Association, which was organized in 1874, and has been a delegate to, and an active participator in, the various trade gatherings for business and social purposes. Being a representative Republican, Gen. Barnes takes an active part in all political movements, and is often chosen to preside at their meetings. Very few publishers are more widely and favorably known than he is among educational people, and it is rather a difficult matter for us to decide which is the most popular, the General or his publications, which are found in the hands of so many children in this Republic.

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LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. Mathematical puzzles are not desirable.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

The State of Mississippi has passed a law establishing an Industrial Institute for white women. This is the first school of the kind established by a State for females, and its birth was due to the women of South Mississippi, who worked for the bill. It is well known that a slight flaw in a noble work is to be regretted. The State has given \$40,000 to begin with and an implied promise to give further assistance. It is greatly desired that this institution may be to Mississippi what Cooper Union is to New York. The State directed the teachers to open the institute for the reception of students as soon as three branches can be taught. Now the question arises what shall these branches be? The bill provides that any industry, art, or science may be taught, but mentions normal training for teachers, book-keeping, telegraphy, stenography, photography, drawing in its industrial application, engraving, and needlework. In making a selection, it is necessary to ascertain what branch is the least crowded. Many prominent educators in the North and West have been asked to give opinions on this point. Will the editor of the JOURNAL kindly favor us with his opinion. The matter is one of great importance to thousands of Southern women who are begging for remunerative labor and cannot find it. St. Elmo, Cluherne Co., Miss. O. A. H.

OUR CORRESPONDENT AND THE "PRINCIPAL FROM EVANSTON."

The "Principal from Evanston" thinks he was misquoted and misunderstood by your correspondent. I went to that lecture with the intention of taking down in writing everything that was said and done from the opening of the meeting to its close, and did so to the best of my ability, writing the actual language used so far as possible, and taking its import when not possible to get the exact words. In my opinion and in the opinion of several who attended that meeting, the "Principal from Evanston" was not misrepresented. Again it was my opinion and that of others that he was much opposed to Col. Parker, and exceedingly egotistical. So that your correspondent has nothing to take back or apologize for. While he deprecates misunderstandings and hard words between any two persons, especially between those engaged in a calling that demands so much of justice, of charity, and of good will, as does the profession of teaching, still in this case he must in justice to himself and say what he has.

I. W. FITCH.

(1) What work of art is in course of construction in South America? (2) In what counties of this State are gold and iron found, and are they now mined extensively? (3) Are North and South Hero Islands, in Lake Champlain, inhabitable? If so what is the occupation of the people? (4) How many cables are there? (5) What points do the Atlantic Telegraph Cables connect? (6) To what port of the United States is the most tea shipped? (7) Does Alaska—its possession—pay our government? (8) In what parts of the world are oysters obtained in large quantities? (9) Is the interior of Newfoundland of any account? E. R.

(1) The Panama Canal. (2) In the Adirondack regions. (3) Yes; farming. (4) More than 200. (5) Trinity Bay and Valentia, Ireland; Brest and St. Pierre, N. F. (6) San Francisco. (7) Yes, the permits on the seal fisheries alone more than pay the interest of the purchase price. The United States has already received from Alaska more than was paid for it. (8) They abound in nearly all seas, but are extensively cultivated on the coasts of Great Britain, France, Denmark, Italy, and the United States. (9) It is mostly rugged and barren; has not been fully explored.—Ed.]

(1) Is there a Packard's College in New York City or Brooklyn? There is a Packard, but is there any institution of learning bearing the name of Packard? If so, where situated? (2) Who is the originator of the Quincy Method?

(1) No. (2) The principals underlying the Quincy methods were proclaimed by Pestalozzi, Froebel, Jacotot, Payne, and other noted educators. Some of them succeeded in making their methods correspond to the principles, Payne notably so. But the movements did not spread. Col. Parker still further perfected the methods of Payne, adapting them to use in our public schools and introduced them at Quincy. The remarkable results drew the attention of the educational world. The aim of the methods is to draw out and prepare for use each faculty of the human mind. Nothing is taught for the sake of a knowledge of the thing itself, but everything for the effect it has upon the child's mental faculties.—Ed.]

(1) Believing it to be the work of the teacher to cause pupils to think, I ask how this can be done? Boys and girls often repeat an author's words, and at the same time show unmistakable evidence of having given no attention to the thought. How can I remedy this? (2) "It can't be that she knows who is who." Is it correct? Parse words in italics. Roy Centre, Michigan. W. C. D. B.

(1) Your difficulties are not singular. Thousands of progressive teachers are asking the same question. Your success can only be attained by carefully studying

the principles of good teaching and becoming deeply interested in your own work. If you bring to your class fresh and lively thoughts you will have fresh and lively thoughts in return. "Give and it shall be given to you, good measure." (2) Correct; both are nouns; the one nominative before, the other after "is."—Ed.]

The sentence, "This is the man whom they intend shall do that work," is ungrammatical because the finite verb *shall do* is used without any subject. The sentence may be corrected: (1) by changing the objective *whom* to the nominative *who*; or, (2) by leaving *whom* as it is, and changing the finite verb, *shall do*, to the infinitive, *to do*. By the first change the dependent clause, *who shall do that work*, is used as an objective sentence governed by the verb *intend*, just as though it were said, "They intend that he [not him] shall do that work." By the second change the object of the verb *intend* is the infinitive phrase, *whom to do that work*, just as though it were said, "They intend him [not he] to do that work." The agent in an infinitive phrase must be in the objective case, and may be viewed at once as the object of the finite verb, and as the subject of the infinitive. CHARLES DOD.

I am teaching in a "Norwegian settlement" and have no pupils but Norwegians, and these never hear a word of English except at school, and learn the language there if they learn it at all. The children between 12 and 15 are absent two days in the week—Tuesday and Friday. They go to the pastor to recite their lessons. These people take no papers, not even Norwegian ones, and have no books. C. L.

[Your pupils must learn to speak and write English correctly. This is of first importance. You need not know "Norok" in order to teach English. Insist in prompt and regular attendance at school. Be kind and firm. Talk to the parents and keep them in sympathy with you. Your work is difficult, but energy and tact will carry you through.—Ed.]

In the SCHOOL JOURNAL of May 31st a correspondent wants to know the origin and meaning of the expression, "Get there, Eli!" There lives in this county a noted horse jockey named Pete Fuller who has a fine horse named Eli. During a trial of speed with several other horses at our county fair they came round the ring, near where Fuller was standing, with Eli in the lead. Under the impulse and enthusiasm of the moment Fuller exclaimed, nearly at the top of his voice, "Get there, Eli!" It raised a shout of laughter all round the ring, and Eli got there. The expression was heard many times during the fair and has since become quite common. Men now say of their favorite candidate, "He'll get there!"

Chariton Co., Mo.

J. C. B.

(1) Why is the "Greely Expedition" so called? (2) What is the "Smithsonian Institute"? (3) What causes tears to come to the eyes when crying? (4) Who is Chief Justice of the United States? (5) Who is the United States Minister to France? (6) Who is acknowledged the greatest military engineer that figured in the civil war? G. M. S.

[1) See JOURNAL, June 14th. (2) See letter column of same number. (3) Nerves from that portion of the brain affected by grief running to the eye produces an irritation of the glands causing tears to flow. See Steele's "Physiology." (4) Remick M. Waite. (5) E. S. Ferry. (6) Gen. McClellan.—Ed.]

My teachers are not "suffering from the want of professional reading," such as your journals afford, but they are beginning to suffer from a surfeit of mysticism and vanity, otherwise known as "Parkerism." Many will refuse to subscribe, notwithstanding my continued preference for your journals, on account of so much talk about the "New Education."

Supt. Sangamon Co., Ill.

A. J. SMITH.

[It is not easy to say what is meant by "Parkerism." The methods suggested in the "Talks on Teaching" are not things of a day; they grew out of principles reduced to practice. Don't let any personal animosity to the man follow you when you take up that book. The "New Education" is sure to prevail—it is prevailing.—Ed.]

(1) How are townships numbered? (2) What is the oldest railroad in the world? (3) Where is it? M. R. B.

(1) The north and south lines bordering the townships are known as range lines, and the east and west as township lines. Each survey is denoted by the meridian in which it is based, of these meridians there are six denoted by special numbers, 18 by special names. (2) The first railroad was built between Stockton and Darlington, September 27, 1825. For other questions see JOURNAL columns.—Ed.]

(1) Where can I secure steel engravings, about 18x24, of Washington, Jefferson, Jackson and Lincoln? Also engraving, about 14x20, of Longfellow, Bryant, Bancroft, Benjamin Franklin, or Daniel Webster? (2) Where can I get interesting biographies of the above parties? The trouble is the works I have seen are too extensive for the average student. M. E. G.

(1) Of any Art Co., as Prang & Co., Boston. (2) Drop a card to any of the large publishing houses asking if they have or can supply you.—Ed.]

(1) How many mints in the United States? (2) Where are they situated? (3) How many of the criminals in the United States that can not read or write? and (4) How many in all who can read and who can not? M. R. B.

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EDUCATIONAL NOTES.

NEW YORK CITY.

Robert B. Keyser, of Grammar School No. 9, once every year hires a hall and invites all his old scholars to a musical and literary entertainment. One of these, held June 11th, was attended by 400 "No. 9 boys." The program contained musical selections on almost every known instrument, delineations and orations, humorous and serious, and closed with a performance by the "Musical Mokes," which sent the small boys from one convulsion of merriment into another, faster than any one could count.

The Harvard Club of New York are starting a movement "with a view to the adoption of the English language as the official language of the University, and its use in commencement programs and proceedings, and in quinquennial catalogues."

PROF. L. SEELEY, formerly of Lansingburg, N.Y. is preparing an article upon the school system of Germany for our columns. He has been studying this subject for years, and has now been in Germany for some time, visiting schools and studying the German system. In case the bill providing for a commission to examine the school systems of our country and Europe preparatory to a re-organization of the schools of New York, we know of no better man for the work than Prof. Seeley. He is eminently qualified to do any work of this kind required.

Mrs. Widgery-Griswold sailed for Europe June 21st. She will visit her home in England and from there go to Paris, Milan and Rome to pursue her studies. She will be accompanied by her brother, who is also an artist. Signor Greco sails on Saturday for Italy, where he will engage artists for the fall session. He will visit Paris, Milan and Naples. Signor Greco received from the King of Italy the first medal for vocal composition. His songs are becoming popular.

EXAMINATIONS of applicants for State Certificates will be held at the High School buildings in Albany, Rochester, and Watertown; at the rooms of the Board of Education, corner of Grand and Elm streets, New York City, and in Binghamton, commencing on Tuesday, the first day of July, 1884, at 2 o'clock P. M. Candidates must be present at the beginning of the examination, and produce testimonials of character, and of at least two years' successful experience as teachers. They must pass a thorough examination in the following named branches: Reading, Spelling, Writing, Grammar and Analysis, Composition, Geography, Outlines of American History, Arithmetic, Algebra, and Plane Geometry, or Latin as far as the three books Caesar. They will also be expected to have a general knowledge of Book-keeping, Rhetoric, Geology, Chemistry, Physics, Physiology and Hygiene, Botany, Astronomy, Zoology, Linear and Perspective Drawing, General History, General Literature, Methods, School Economy, Civil Government and School Law. All candidates who pass the required percentage in three or more of the designated studies, but not in all, will be credited for those studies in which they shall have passed, and will not be required to be again examined in the same studies.

ELSEWHERE.

NORTH CAROLINA.—128 students are enrolled at the State Colored Normal School in Fayetteville.

MAINE.—Hereafter the triennial catalogues of Bates College will be printed in English instead of Latin.

BROOKLYN.—Commencement exercises of the Collegiate and Polytechnic Institute were held June 18th. Twenty-four received diplomas.

MICH.—Hillsdale College is to have a new \$2,500 gymnasium. Over \$1,700 has been subscribed, the students raising among themselves \$1,200.

ARKANSAS.—The seventeenth annual session of the Teachers' Association, J. F. Howell, president, met at Morrilton, June 17th, 18th and 19th.

WASHINGTON CO., N. Y.—The Teachers' Association at Shushan was well attended and profitable. Dr. Watkins helped to make it so by giving a "good talk" to the teachers.

WESTCHESTER CO., N. Y.—After the Thursday session of the Institute, the County Teachers' Association met and elected J. Irving Gorton, of Sing Sing, President; Miss Mary F. Hyde, of Yonkers, Vice-President; and George I. Richardson, of Tarrytown, Secretary.

OREGON.—Prof. L. F. Henderson proposes to establish at Hood river, Wasco county, a school for the study of natural history. It will open July 7th. He will be assisted by Dr. Bolander, the principal collector of material for the Botany School of California, and Prof. Johnson of the Seattle University.

ILLINOIS.—The Rock Island Teachers' Institute will be held at Rock Island, beginning Monday, July 7th. The entire time of the Institute is to be spent in the presentation and study of methods of instruction in the common branches, and the theory and practice of teaching.

Fall term at Cook Co. Normal begins first Monday in September.

MASS.—Examinations for admission to the Agricultural College at Amherst will be held on June 24th and Sept. 9th. Candidates for the freshman class must be fifteen years of age, and pass a satisfactory examination in English grammar, geography, arithmetic, algebra through simple equations, and the history of the United States. The college owns a fine farm of 883 acres.

Commencement exercises of Williams College occupied six days, beginning June 16th.

(1) Seven. (2) At Philadelphia, San Francisco, Carson, Denver, New York, Charlotte, N. C., and Boise City, Idaho. (3) At least three-fourths of the inmates of our prisons can neither read nor write. (4) See Census Reports.—ED.]

(1) Please give some information in next JOURNAL on the Grube method of teaching arithmetic. Some of our teachers are in doubt as to whether they are using it correctly. (2) Are Miss Anna Johnson's lessons in number based upon this method?

(1) Articles illustrating this method have appeared in the JOURNAL from time to time and will continue to do so. (2) Yes.—ED.]

(1) Please give the address of some of the best colleges in the United States for a course in elocution. (2) Has a teacher any right to keep a scholar after four o'clock? M. G.

(1) National School of Oratory, Philadelphia, and the School of Oratory, Boston. (2) Public sentiment is generally opposed to it, and many school boards have forbidden it.—ED.]

I understand there is to be a Summer Institute for teachers at Normal Park, Ill., during the latter part of July and the early part of August. When does this institute commence and how long does it last? What steps should be taken in order to become a pupil at the institute, and what is the tuition fee? M. T. S.

[See advertisement in JOURNAL.—ED.]

What book would you recommend for teaching calisthenics—one with full directions? E. A. A.

[These are three good ones: Watson's "Calisthenics and Gymnastics," E. Steiger & Co., New York; Parsons' "Calisthenic Songs," Iverson, Blakeman, Taylor & Co., and "Root's School Amusements," A. S. Barnes & Co.—ED.]

What is your opinion of what is termed a business course for young men? G. F. J.

[A business education is excellent, but this means more than attendance at a Business College for a few terms. Our young men need character and intellect. With it they will succeed; without it they will fail, even though they have a thousand diplomas.—ED.]

Where can I obtain a good book upon methods of teaching history? I want something practical, like the TEACHERS' INSTITUTE. Something I can use the next day after I get it. J. M. R.

["How to study United States History," by J. Trainer; publisher, A. Flanagan, Chicago.—ED.]

I am anxious to know if there is any place where a teacher, at a moderate expense, could receive instruction in methods, elocution, free hand drawing, etc., etc., during the summer? L. J. K.

[There are many summer schools of various character. See notices in JOURNAL. Why not address Col. Parker, Normal Park, Ill.—ED.]

Will you please inform me if you have any paper globes, or where I can find such a one, with price? A. D.

[At many stationery stores for 25 cents, and 50 cents. Not very easy to send by mail; send you one for 25 cents.—ED.]

Will you oblige me by pointing out the error in the expression, "I have to go some place"? Jersey City. K. E. DALTON.

[The relative word "to" is omitted, and the use of the word "have" is not elegant. The sentence may better be, "I must go to some place."—ED.]

I hear so much of Col. Parker's school that I desire to attend it, but can find nothing about the cost, or course of study, etc. Can you let me know about it. S. E. D.

[See advertisement in our columns.—ED.]

Please give address of publishers of Sunday school books. J. W. W.

[American S. S. Union, Philadelphia; Lothrop & Co., Boston; National Temperance Publication Society, New York. See also catalogues of other publishers.—ED.]

Would not do without the JOURNAL. It is just what we teachers want. It has helped me to be not only a better teacher, but has given me a nobler conception of my work. It has waked me up. You are doing a great work. A. M.

What is the meaning of a "geographic mile"? Why different from a statute mile? B.

[One minute of longitude is called a geographical mile. This is $\frac{1}{60}$ of the circumference of the earth, 69 $\frac{1}{2}$ statute miles at the equator.—ED.]

Whose lectures or methods would you recommend on number teaching, primary? A. W.

[Calkin's "Manual of Object Teaching," Harper Bro., New York.—ED.]

Are students from other States than Illinois admitted to the Normal school at Normal Park? If so, what are the conditions on which they may be admitted? J. S.

[Address Col. F. W. Parker, Normal Park, Ill.—ED.]

If General Grant is placed upon the "retired list," what salary will he receive? C. H. C.

[That of General Grant in the U. S. Army, \$13,500. The perquisites amount to \$5,500 more.—ED.]

MINN.—The St. Cloud State Normal School recently graduated a class of 28. Rev. Dr. Tuttle, of Minneapolis, delivered the address before the alumni, and Hon. H. B. Wilson, of Red Wing, President of the State Normal Board, addressed the graduating class. The Class Tree Exercises were excellent, and the exhibition of the Practice School, under the care of Miss Isabel Lawrence, was very fine. A banquet at the Central House, and a reception at President Allen's, closed the school year. The new Ladies' Home is under contract, and will be occupied in the fall. The school was never more prosperous.

MISSOURI.—Dade Co. Institute begins July 8th, and continues four weeks; Vernon Co. July 14th, Supt. L. E. Wolfe, conductor; Chariton Co. Aug. 4th, continues two weeks; Harrisonville July 14th, for five weeks.

Prof. Foster, of Fayette, goes as principal to the Winsor school; W. W. Brownfield to Knobnoster; William Cullen to Salisbury; J. H. Roney to Princeton; B. F. Hickman remains at Sedalia High School; Prof. O. C. Hill, of Oregon, goes as superintendent to Hia-watha; W. H. Williams goes as principal to Kansas City; R. E. Johnston to Mexico High School; Miss Mamie Lansing to Concordia; A. V. Hamilton to Pilot Knob; W. Atkinson to East Joplin; L. M. Phipps to Barnard; H. C. Long to Lathrop; A. W. Riggs to Sturgeon; B. F. Pettus to Warrensburg; N. C. Potter to Harrisonville; L. B. Coates to Salisbury, and Mrs. M. E. Griffin to Kingston; M. C. McMan to Plattsburg.

TEXAS.—There are going to be lively times in Texas this summer. 42 summer normal institutes, 81 for white and 11 for colored teachers, all beginning July 7th and continuing four weeks. The school law has recently been amended so that the public schools are to continue six months, and longer if local teachers so desire. There are but two State normal schools as yet—one for white, and one for colored teachers; but in view of what has been done, it would not be surprising if several should be established soon.

There is a disagreement between the Board of Education and Dr. Curry as to how our share of the Peabody fund shall be appropriated. The Board want to use a part of it to aid the summer normal schools. Dr. Curry wants to give it all to Sam Houston Normal School.

The Texas State Teachers' Association meets at San Antonio, June 24th, and will remain in session four days.

The Milford Normal, School and Business Institute, under the supervision of F. M. Harding and G. R. Brandt, begins June 23d and closes Aug. 30th.

WISCONSIN.—Those who wish entertainment at Madison will address J. H. Carpenter, Madison, Wis. Rates, \$2.50 to \$1.50 at hotels; at private houses, \$1. Tickets (round trip) good to Aug. 31st, will cost: Philadelphia or Wilmington, Del., \$28.80; Baltimore or Washington, \$27.40; Lancaster, Pa., \$27.55; Harrisburg, \$27.08; Williamsport, Pa., \$26.89.

A normal institute for teachers of industrial drawing is to be opened at Milwaukee during August, under the direction of Charles F. Zimmermann, ex-Superintendent of Drawing in the public schools of Milwaukee.

The sixth annual session of the Island Park Assembly will be held at Rome City, during July. The special schools, including languages, art, elocution, science, and music, will open on Saturday, July 5th, and continue three weeks. The Assembly will open Tuesday, July 15th, and close on July 29th. There will be Sunday-school, normal and children's classes, kindergarten, popular lectures and exhibitions in astronomy and microscopy, art exhibitions, lectures on the Model of Palestine, C. L. S. C. Roundtables, Temperance and Missionary Conferences.

PENN.—Mr. Joseph E. Temple, of Philadelphia, has given the Pennsylvania Museum and School of Industrial Art \$50,000 in bonds and securities. After his death, three-fifths of the income is to be used to purchase works of art—those by Americans preferred—and the remainder is to be found two Scholarships in the School of Industrial Art.

The State Teachers' Association will meet at Meadville, July 8th, 9th and 10th. President, Samuel A. Baer; Vice-Presidents, Supt. A. J. Palm and Supt. Anna Buckbee; C. F. Chamberlain, Chairman of Executive Committee. The program contains an address on "Education and Labor," by Samuel A. Baer; "Language in the Public Schools," by Prof. A. G. C. Smith, Media; Chalk and Charcoal Sketches, by Prof. Geo. E. Little, Washington, D. C.; "The 'New Education'—Is there such a thing, and what is it?" by Supt. R. K. Buehrle, Lancaster; "The County Institute, Real and Ideal," by Miss Lelia E. Patridge, Norma Park, Ill.; "The Necessity of a Minister of Education," by Hon. E. E. Higbee, D.D., Supt. Public Instruction. Miss Ella J. McBurney, of New Castle, will be present one evening and recite a few selections. There will be excursions to Conneaut and Chautauqua Lakes.

INDIANA.—Delaware Co. is to have a four weeks' normal institute. The County Board of Education propose to require applicants for license to have taken some preparatory training in school management.

The DeKalb County Normal, to be held at Auburn, begins July 7th, and continues eight weeks. Supt. Mercer and Miss Lida Leasure in charge.

The Northern Indiana Teachers' Association is to be held July 1st, 2d and 3d, at Island Park.

Commencement Week at Lafayette College begins on June 22d. The Senior Class numbers 59, of whom 20 are candidates for degrees in the Engineering and Scientific courses of study, and 39 in the Classical course.

The Franklin County Normal School will be held at Brookville, June 23, and continuing until August 23, including the County Institute, July 21st-25th.

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Prof. W. N. Hailmann's school for kindergartners opens at La Porte, July 21. Special attention will be given to kindergarten work, and a modelschool, under charge of Mrs. Hailmann, will be conducted the entire term. Tuition, \$10 for the course.

For those who will attend the American Institute at Martha's Vineyard from New York, low rates have been secured by the steamers leaving Pier 28 N. R.—the Newport line. These steamers leave New York every week-day at 6 P. M., and arrive at Newport early next morning. At the wharf cars are taken for New Bedford at 5.20 A. M. (Sundays 7.20 A. M.) New Bedford steamers, close to depot, take you to Martha's Vineyard, arriving at 9.15 (Sundays 10.50). The fare for round trip is \$5.00. Tickets can be purchased from July 1st to 9th, inclusive—good to Aug. 4th. Tickets for round trip from Boston, \$2.00. For stateroom write to Geo. L. Connor, general passenger agent, Newport line P. O., Pier 28, N. Y. City. Pier 28 is easily reached from the West. After the Institute the various summer schools begin.

IOWA.—The twenty-fifth anniversary of Lenox College, Hopkinton, Iowa, was recently celebrated, and a class of fourteen graduated. President Richey addressed the graduates in a few fitting words. In the evening the exercises of the Old Students' Association took place, and an address was made by President Jerome Allen, of the St. Cloud (Minn.) State Normal School. Pres. Allen was for eight years the first head of this school. The trustees conferred upon him the degree of Ph.D.

Supt. Dan Miller, of Jasper Co., proposes to his teachers a four years' graded course of study in connection with the Normal Institute. Teachers, and persons desiring to prepare themselves for teaching, can be assigned to their appropriate grades at the close of the Normal Institute, pass an examination in the work gone over, and receive promotion. At the end of the course they receive a diploma of graduation, releasing them from further attendance upon the Normal Institute; their certificates to be duplicated at the end of each year so long as they show by their work that they are keeping step with the progress of the age.

Pattersonville, Sioux County, is five years old and has a population of 600 people. It has raised \$20,000, and the Sioux Association has agreed to contribute \$20,000 more, for the purpose of endowing an academy.

A seven weeks' County Normal meets at Plymouth, Marshall Co., July 14th.

KENTUCKY.—The office of County Superintendent, under the Ky. new school law, is to be filled by appointment by the Governor. So far it has been unsought for by the usual competition for office.

A three weeks' summer institute will be held at Lancaster, under the management of Prof. Blair.

In Louisville the fourth Friday in May has been made a spring holiday. More than 20,000 people collected in Central Park to celebrate it, and a May song, written specially for the occasion by Mrs. Roach, was sung by a chorus of 3,000 children.

Prof. W. H. Ragan, of Purdue University, has been appointed to superintend the Pomological Department of the New Orleans World's Fair. J. Carey Smith, of Raysville, goes to Lee Academy, Ind. Prof. W. C. Grinstead to the Preparatory School of Center College, Danville. Col. R. D. Allen, of Kentucky Military Institute, President of the 'State Teachers' Association, and Prof. E. E. Smith, of Purdue University, Chairman of Executive Committee, are vigorously planning to make the next meeting a success.

Prof. A. W. Mell, for many years conductor of a normal school at Glasgow, has accepted a call to the new normal at Bowling Green.

Col. R. D. Allen, of the K. M. L., has addressed Col. B. H. Young, President of the Southern Exposition, suggesting a joint exhibition by the Kentucky colleges, of their resources and capabilities, at the coming exposition.

SARATOGA CO., N. Y.—Saratoga would be justified in a trifle of self-glorification. A new academic building and a teachers' training class are her latest accomplishments. The training class has been organized upon the following plan:

"With the fall term of 1884, organize the Teachers' Class, and let there be arranged, under the joint supervision of its principal and superintendent of schools, a course of theoretical studies, including that adopted by the Regents, for the term or year. Place the members of the Teachers' Class in charge of the several apartments of the training school, under the direction of the principal superintendent. Let the principal, during school hours, pass from room to room and instruct the members of the class in methods of imparting information, of 'drawing out' ideas from pupils, of object teaching, of gaining and holding attention of pupils, of disciplinary work, illustrative work, of encouraging originality of thought, of giving language lessons, etc., etc. Let the school be closed at 3.30 o'clock P. M., and let the training school teachers immediately assemble as a Teachers' Class, and from that time until 4.15 o'clock (the forty-five minutes directed by the Regents for such purposes), be instructed by the principal on subject-matter; and let them, at times to be fixed by the superintendent and principal, assemble and discuss with the superintendent the subjects on which he may be made their director.

"Let the course of the teachers' class be one year. Give, to those doing the full course, certificates of graduation; and in selecting permanent teachers for the schools, let such graduates have preference. Make

the Teachers' Class the 'reserve corps' of our teachers."

TENNESSEE.—The State and County Normal Institute to be held at Lewisburg, begins June 16th and ends July 11th. Judging from the language of the circular, teachers who fail to attend will be sorry when examination day comes.

The Monticello Summer Schools open Tuesday, July 1st, and close Friday, Aug. 8th; the Assembly opens July 29th, and closes Aug. 26th. The former consist of the Normal Institute, devoted to the discussion of educational topics, open for participation to all teachers.

Subjects to be presented: Reading and Elocution, Writing and Book-keeping, Spelling, Geography, Arithmetic, Grammar and Language Lessons, History (U. S.), Geology of Southern States, Music (vocal), Calisthenics, Hygiene, Morals, Drawing and Moulding, Manual Training, Object Teaching, Kindergarten, Primary Teaching, School Management.

The Teachers' Retreat, for teachers who desire to pursue special courses of study in secondary and higher education. The course consists of lectures upon—

Pedagogics, by Dr. J. Dickinson, of Mass.; Dr. J. H. Hoose, of State Normal School, Cortland, N. Y.; Maj. Slaton, of Atlanta; Supt. Thos. H. Paine, of Tenn.; S. S. Woolwine, of Nashville; Supt. W. O. Rogers, of New Orleans; H. L. Sellers, Galveston, Texas; Dr. J. H. Worman, of Vanderbilt University.

Psychology, by Supt. Dickinson. Literature, Rhetoric and Grammar, by Supt. Dickinson; Dr. W. M. Baskerville, of Vanderbilt University; C. W. Bardeen, of New York; Miss M. McNally, of Memphis, Tenn.; Wallace Bruce, of New York; Col. W. P. Johnston, Tulane University.

History and Geography, by Prof. Alex. E. Frye, of Cook Co. Normal School; Miss L. L. Bloomstein, of Tennessee Normal College; Prof. J. E. Scobey, of Murfreesboro Female College; Dr. B. F. DeCosta, late Editor of "Magazine of History," Col. Johnston.

Mathematics, by A. D. Wharton, of Nashville; Dr. E. E. White, of Indiana; Dr. J. H. Hoose; Dr. Joseph Ficklin, of Missouri.

Natural Sciences, by Dr. J. I. D. Hinds, of Cumberland University; President Dr. J. H. Carlisle, of Wofford College, S. C.; Prof. G. Guttenberg, of Erie, Pa.; Dr. J. M. Safford, of Vanderbilt University; Prof. R. W. Jones, of the University of Mississippi.

Physical Culture and Hygiene, by Prof. G. Guttenberg, of Erie.

Political and Social Science and Speculation, by President Dr. G. M. Steele, of Mass.; President Col. W. P. Johnston; Dr. J. M. Gregory, of Washington, D. C.; Col. A. S. Colyar, of Tenn.; Dr. Geo. F. Holmes, of the University of Virginia.

The Class in Botany will make frequent explorations under the direction of Dr. Hinds.

The Class in Geology and Mineralogy will spend some time in mountain exploration under the direction of Dr. Safford.

There will be additional lectures by Hon. Gen. John Eaton, Col. Parker, of Illinois, and other distinguished educators.

The School of Languages includes instruction by eminent teachers in English (higher) and Anglo-Saxon, German, French, Spanish, Greek and Latin, Hebrew and N. T. Greek.

The School of Art gives instruction in Drawing and Moulding, Painting, Industrial Art, History of Art, Elocution; and the School of Music consists of lessons in Chorus Drill and Chair Management, Harmony, Voice Culture, Glee and Madrigal Singing, History of Music. Special instruction will also be given in piano and violin music.

Besides the Grand Chorus Class, which is free to those who can read music and who pledge themselves to reasonable promptness and regularity in attendance, there will be an "Elementary Singing School."

Public concerts will be given several times during the session of the schools and the Assembly, and it is expected that all the members of the School of Music will participate.

FOREIGN.

A University will soon be opened in Iceland.

The Belgian government has made attendance at the public schools obligatory upon all children between the ages of six and twelve.

An experiment was made in Dakota recently with a steam plough. An engine was hitched to eight ploughs and set to work. The result indicates that steam ploughs will soon take the place of horse ploughs—in the great fields of the West at least.

THE United States revenue cutter, "Thomas Corwin," will make another trip to the far north this year, and will leave a party of six men on its outward trip to explore the unknown river in Alaska called Kowah, picking them up on its way home. The explorers will have a steam launch of thirty tons.

A MAGPIE MEDDLER.—A magpie has seriously interfered with telegraphic communication between Kapunda and Freeling, in South Australia, not far from Adelaide. For some time the line worked badly, and at last a telegraph operator was sent to examine the wires. After searching for a few miles the clerk found at the top of one of the telegraph posts a magpie's nest, most ingeniously constructed. The bird had wrenched away with its beak the wire which bound the line to the insulator, and after twisting the wire in a suitable position, built its home there.

BOOK DEPARTMENT.

NEW BOOKS.

THE PRINCIPLES AND PRACTICE OF COMMON-SCHOOL EDUCATION. James Currie, A.M., Edinburgh. Cincinnati: Robert Clarke & Co. \$1.50.

This valuable book is divided into three parts: I. Principles of Education. II. School Management. III. Method. In the first part the Conditions and Objects of Moral Education—Religion, Intellectual Instruction, the cultivation of the Senses, Imagination and Memory, the Judgment, and the Power of Connected Thinking,—are discussed. It starts with the general statement that education comprises all the influences which go to form the character. In early life it prepares the way for the subsequent self-education of manhood. It brings the man into command of his faculties and enables him to use his opportunities of progress; it equips him with intellectual, moral, and practical principles, enabling him to succeed in the work of life. Mr. Currie properly claims that the use of the school, when properly ordered is designed to supplement the education of the family. When family education is defective, the school will do its best to make good the want. He takes a broad view of the province of education, and claims that it should be neither exclusively intellectual, moral, or religious. It should at once be all these combined. He claims that religion is at the basis of morality, and intellectuality underneath morality and religion. Each requires the aid and concurrence of all towards its own complete development. A lesson cannot be designed to promote intelligence, morality and religion, equally at the same time. It must have one main object, and no more. Recognizing this threefold character of education, he proceeds to develop what he considers the true methods of reaching the best results. It is an excellent work and should be found in the hands of all our teachers. A thorough study of the treatise by all our instructors would increase the value of our schools twenty-five per cent. in a short time.

THE ELEMENTS OF LOGIC. W. Stanley Jevons, LL.D., F.R.S. Recast by David J. Hill. New York: Sheldon & Co. \$1.00.

Jevon's Elementary Lessons in Logic contain much matter of very great value; and President Hill's special fitness to adapt it to the wants of American schools and colleges no one can doubt. Professor Jevon's work, from which this is recast, is in England the popular text book on the subject of logic, and has found great favor with American teachers of the science, in spite of certain defects, which this edition has aimed successfully to remove.

The art of making a difficult subject plain was never more completely mastered than by Professor Jevons. His language is at once concise and exact, and abounds in apt illustrations, while its examples are taken from modern sources and are, therefore, full of interest to the learner.

Dr. Hill has attempted, in recasting the book, to adapt it to the wants of American students, taking into account particularly the methods of study and recitation most common in our country. He has imparted to the work a complete and precise analysis wanting in the English edition, and has given special prominence to cardinal principles by means of every typographical expedient, thus distinguishing between the important and the unimportant parts of the text. Unity of treatment has been promoted and collateral helps introduced, rendering the book specially useful and valuable.

GOVERNMENT REVENUE. Ellis H. Roberts. Boston: Houghton, Mifflin & Co. \$1.50.

This is denominated "an argument against the fallacies of free-trade." It is a timely book, as the Tariff question is manifestly to be one of the leading issues in the Presidential campaign just before us; and intelligent citizens will heartily welcome any book which discusses it with knowledge, facts, and candor. Mr. Roberts is well known as one of the ablest editors in the State of New York. For four years he was a member of the Committee of Ways and Means in Congress, and studied the whole subject of Government Revenue thoroughly. Recently he has delivered a course of lectures on this subject at Cornell University, presenting its history, theory, and practice, and commanding the interested attention of students and citizens. These lectures are now issued in a handsome volume. Mr. Roberts's discussion is certainly so thorough, complete, able, and fair-minded, from his point of view, that it will form an important aid in understanding one side of the Tariff question as now presented to this country for consideration. It is not likely to convince free-traders that they are in error, as the author assumes at the start, and it is rather unfortunate that a discussion, supposed to be ar-

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BEWARE OF IMITATIONS.

gumentative, should begin by begging the question as Mr. Roberts does in his title.

PINNOCK'S HISTORY OF FRANCE AND NORMANDY. W. C. Taylor, LL.D. Philadelphia: Charles De Silver & Sons. \$1.85.

The author has narrated the events of French history in their chronological order, and clearly described the great characters who have at various times played their parts on the stage of Gallic history. The American editor has brought the work down to the present time by the addition of six chapters, which for interest cannot be surpassed by any others in the volume. These chapters include the Rebellions of February and June, 1848; the Rise of Louis Napoleon; the Coup D'État; the inauguration of the Empire; the Crimean war, and the Italian war, all of which, as well as the preceding chapters, are copiously illustrated with historical pictures of battles and sieges, views of important places, portraits of distinguished soldiers and civilians, and sketches of the costumes worn in different ages. Each chapter is prefaced with an appropriate motto, and closed with questions for the examination of pupils. The firm deserves great praise in bringing out in so good a form such a valuable book as this. Wherever the history of France is studied, this book should be examined.

DAY'S COLLECON. Edward Parsons Day. New York: International Printing and Publishing Office.

This publication, already briefly noticed in these columns, is deserving of high praise. It is, indeed, a veritable mine of good things, or rather a treasury, for in it we find the pure gold without the dross. The noblest thoughts, the wisest and wittiest sayings of all ages have been culled and brought together here in such order and arrangement as will be of the greatest practical benefit. It contains a thousand large octavo pages; over eight thousand authors are quoted, and the quotations are divided into two thousand subjects. This will give some idea of the immense field covered by the work, and its extended usefulness. Yet so carefully and accurately is it edited and indexed that one can determine in an instant what any author has said on a given subject.

We find it continually and increasingly useful, and in fact it is well-nigh indispensable to writers, speakers and thinkers who are in need of daily reference to such a source, and will here find their labor lightened to a degree beyond computation.

A NEW GRADED SPELLING BOOK; a Complete Course in Spelling, for schools and academies. Joseph A. Graves, Ph.D. St. Louis: American School Book Co. 20 cents.

The design of this book is to apply to the study of English spelling the principles of modern educational science. Many valuable features found in the older books have been retained, and its innovations are in the interest of real education. The vocabulary includes as nearly as possible all words in common use which offer some difficulty in spelling. Words which are purely phonic have been largely excluded. The principles of classification here used will commend themselves to the practical teacher. The shortness and simplicity of the lessons and the careful grading of the whole work are very commendable features. Each of the five parts into which the book is divided will furnish sufficient material for a year's work. Diacritical marks are very little used. In the syllabication and pronunciation of the words, Webster has been followed. The work bears evidence of careful study and an intelligent knowledge of the principles of the "New Education."

HILL'S ELEMENTS OF RHETORIC AND COMPOSITION. President D. J. Hill. New York: Sheldon & Co. \$1.00.

The great and deserved success of this book has led to the demand for this new edition, in which great improvements have been made typographically, though it would seem a hard matter to improve it otherwise, except in such slight additions as the summaries and review exercises that have been added at the end of each section. Every advantage of attractive type and excellent arrangement is found in this new edition. The book is fresh and practical, and has special reference to the wants of beginners in the study of rhetoric and composition. It is also very complete, carrying the learner from the selection of a theme through all the work of the completed composition. It is clear and simple in style, and distinct rules for every important process of composition are given. Correct and effective composition is its chief aim; and it teaches how to think and organize thought. It is a thoroughly valuable work.

ONE AMONG MANY. Mrs. M. B. Goodwin. Boston: Cupples, Upham, & Co.

This is a remarkably well-written account of the old

story of a young and spirited woman's unhappiness by reason of an ambitious and profligate husband. The narrative is free from the commonplace cant usually belonging to such a story. On the contrary, the dialogue and characterization are true to life, and consequently all the more impressive in moral force. The story's notable truthfulness lead one to regret that so many writers of good moral purpose, particularly writers of temperance stories, manifest such a lack of familiarity with the scenes and characters which they attempt to describe, with the consequent failure of effect that must always accompany artistic untruthfulness, however true the purpose.

The present is a pure, true and ennobling story of suffering and patience, and its final reward.

MAGAZINES.

The principal features of July *Harper's* are "The Nile," by Dr. A. Trautvetter, with frontispiece sketch by Sir Frederick Leighton, P.R.A.; "The Silent Schools of Kendall Green," by Sarita M. Brady; "Prince Bismarck in Private Life," by Moritz Busch; "Summer Resorts on the St. Lawrence," by Annie Howells Fréchette; "Judith Shakespeare," by William Black; "Nature's Serial Story," by E. P. Roe; "The Professional Beauties of the Last Century," by Alice Comyns Carr; "Old Hickory," by T. W. Higginson, and two short stories, "My Bull-Calf," by Frank R. Stockton, full of its author's gentle humor, and "An Honest Soul," by Miss Mary E. Wilkins, evincing exquisite sympathy and power of pathetic treatment. The "Easy Chair" and "Drawer" are delightful, as always.

In the *Atlantic* for July "Choy Susan" by William Henry Bishop, is the leading feature, and is particularly bright and sprightly. It is followed by "Five Quatrains" by T. B. Aldrich; "The Gospel of Defeat" by Harriet Waters Preston, an impressive paper. Other articles of interest are, "A Cook's Tourist in Spain;" "Bird-Gazing in the White Mountains" by Bradford Torrey; "In War Time" by S. Weir Mitchell; "Beaton by a Giaour" by O. H. Durward; "The Haunts of Galileo" by E. D. R. Bianciardi; and "The Growing Power of the Republic of Chile." The review of recent poetry and books, and "The Contributors' Club" are as interesting as usual.

Herbert Spencer gives his attention in the *Popular Science Monthly* for July, to the "Great Political Superstition" of the divine right of parliaments. He shows that rights exist antecedently to any laws; that laws are only recognitions and vindications of those antecedent rights. Rev. Geo. G. Lyon presents an interesting view of "The New Theology." Prof. Woodward, of Washington University, shows what are the "Fruits of Manual Training" as given in that institution. M. M. Guyau answers the question, "Are Science and Art antagonistic?" in the negative. M. Pasteur's account of his discovery of "The Prevention of Hydrophobia" is an important paper. The editor at his "Table" discusses "The Survival of Political Superstitions," and President Eliot's address at Johns Hopkins University, on "What is a Liberal Education?"

The *North American Review* for July contains a paper on "Juries and Jurymen," by Judge Pitman, of Massachusetts, favoring a majority verdict in civil cases; an article on "American Economics" by Van Buren Denslow (complimenting Henry C. Carey at the expense of some English theorists). An argument by Justice Noah Davis, urging a reform of our "Marriage and Divorce" laws, and papers by Dr. P. Bender on "The Annexation of Canada," on "Government Telegraphy," by Prof. D. McG. Means; and on "Private Vengeance" by Charles T. Congdon. A joint discussion of "The Future of the Negro" will furnish food for reflection to sociologists. Nothing better is said in the discussion than that by Mr. J. A. Emerson, himself a colored man.

The *July Century* is a characteristic number. The leading short article is Rev. D. L. Wilson's history of the "Ku-Klux Klan." The frontispiece is a fine engraving from a full-length portrait of John Bright, accompanying a paper by T. H. S. Escott, editor of the *Fortnightly Review*. "The Scenes of Hawthorne's Romances" is a paper by Julian Hawthorne, profusely illustrated by Mr. Harry Fenn, who also contributes to Mrs. Rensselaer's "Recent Architecture in America." "The Cruise of 'The Alice May,'" by S. G. W. Benjamin, is completed in this number, with some breezy drawings by Burns. Frank R. Stockton has a pleasing short story. "Dr. Sevier" is continued, with its irresistible fascination, and "Lady Barbarina" is left to account for itself, like most of James's stories. Ex-President Woolsey treats "Academical Degrees" in a timely paper. There is a dearth of poetry, but some good funny verses in *Bric-a-Brac*.

The *July Lippincott's* opens with a charming illustrated paper on "Some Suburbs of New York." Among the especially interesting contributions are, "Aurora," by Mary Agnes Tinker; "Recollections of Ralph Waldo Emerson," by Frank Bellew; "At the Princess Ida's," by Harriet Prescott Spofford; "The Romance of the Elm," by Lizzie W. Champney; and "Healthy Homes," by Felix L. Oswald. The "Monthly Gossip" and "Literature of the Day" are excellent as ever. There is not a dull page in the magazine, and it is improving with every number.

Wide Awake for July is a very beautiful number, even for this always beautiful magazine. It has many fine, light, and airy illustrations, and articles full of interest. "Grandmother's Picture" is the pleasing frontispiece by W. T. Smedley, accompanying a sweet poem by Hannah R. Hudson. In the matter of verses *Wide Awake* is one of the best of the juveniles, and the current number is in all things simply delightful.

The first article in the *Outing* for July is an illustrated description of the Catskills, where one can still evidently find nature at her best, without getting beyond the bounds of civilization. The various 'cycling descriptions are particularly readable. President Bates tells us, in his funny way, of a drive with his wife, and hunting and fishing each receive a light and amusing illustrated sketch. "Summer Sweethearts" is concluded, and there is a pretty story of ye olden time, "Grand-mamma's Bonnet."

The *Art Amateur* for July gives excellent designs for tiles, panels, screen embroidery, repoussé brass, and wood carving; an exquisite ceiling decoration of cherubs, by F. Boucher, printed in color, and a variety of miscellaneous designs and suggestions for art workers. The Paris Salon and the Paris Exhibition of Meissonier's works are reviewed in detail and copiously illustrated, a rare engraving of "La Rixe," owned by Queen Victoria, being especially noteworthy. A special feature of this number is the admirable article, in the "Modern Home" series, on the decoration and furnishing of the Dining-Room.

The *July Domestic Monthly* has many pretty and pleasant things. The midsummer fashions are described at length, and there are suggestions that make easier the tasks of many women. "The Lover's Creed" and "A Day on an Ocean Steamship" enliven the literary department.

LITERARY NOTES.

The little pictorial fantasy, "Dandelions," by Lulmer Barnes, in the current *Harpers' Young People*, is wonderful in its exquisite humor.

Messrs. D. Lothrop & Co., the enterprising Boston publishers, will soon issue a new magazine for the young people of the Chautauqua "Reading Union."

We have received from T. Y. Crowell & Co., specimen pages of their new edition of Scott's "Lay of the Last Minstrel." They present a fine appearance.

"Steele's Hygienic Physiology" has been heartily endorsed by the Michigan State W. C. T. U. This book is meeting with great favor by the temperance workers of the country.

Messrs. A. S. Barnes & Company have just republished Cobbett's English Grammar, which is probably the plainest and most readable grammar in the language, and certainly one of the most useful.

It has been discovered that the story, "The Spider's Eye," first in the third volume of "Stories by American Authors," was not written by Fitz-James O'Brien to whom it is credited, but by Miss Lucretia P. Hale.

Judge Tourgée's two most famous books, "A Fool's Errand" (including "The Invisible Empire") and "Bricks Without Straw," have been put into paper covers for a limited edition, and will doubtless attract many new readers in that cheap and handy form.

"Entertainments" is the name of a compilation edited by Mrs. Lizzie W. Champney, published by D. Lothrop & Co., containing a number of excellent programs for amateur performances and novel Sunday-school exercises. It also contains directions for holiday merry-making, and will be very acceptable about this time in the school. Price, \$1.00.

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By Miss S. A. EDWARDS, Teacher of Mythol-
ogy in Girls' Normal School, Philadelphia.
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By E. J. HOUSTON, A.M., author of "Hous-
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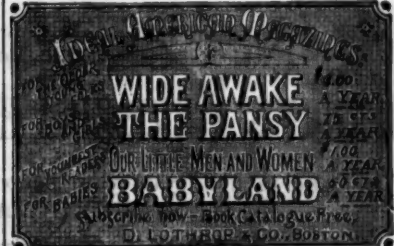
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